



# Bishop Kindergarten

## 2020 annual report to the community

Bishop Kindergarten Number: 6607

Partnership: Port Lincoln

Signature

Preschool director:

Mrs Nicole Billing

Governing council chair:

Christina Spinks

Date of endorsement:

25 February 2021



Government  
of South Australia  
Department for Education

## Context and highlights

Bishop Kindergarten is a full time, category 2 standalone Preschool. Families come from diverse backgrounds and reside within Port Lincoln and outlying rural areas. Bishop Kindergarten has warranted staffing of 2.5 and an enrolment capacity of 66 children.

Highlights- There are many highlights from 2020, despite unpredictable impacts from the COVID 19 pandemic. Staff have embedded their learning and practices around conversational reading and developing children's oral language skills. The dedicated staff team facilitated wonderful learning throughout the year including celebration of culture, executive function skills and 'Bishop Big Thinker' inquiry groups. Excursions and incursions were planned to compliment the program and promote strong community involvement including visiting local schools and preschools and family businesses.

The whole staff team was part of the online LDAR professional development modules, developing an inquiry question with a focus on increasing children's use of complex vocabulary.

Bishop Kindy opted to be part of an Education Management System rollout and were trained in administration processes in term 4.

All staff members had the opportunity to research and visit a local kindergarten to network and view other ways of planning and teaching. Staff members then reported on their experiences at staff meetings.

Significant events- COVID-19 posed challenges for staff and parents throughout 2020 with some children spending significant time learning from home. Staff organised take home packs and a communication app to support children and families.

Children attended 'Kindy at School' as part of the transition program with our main feeder school, Port Lincoln Junior Primary (PLJP). This was a highly successful program which developed relationships with school staff and children and alleviated anxieties.

Graduation and Christmas parties at Flinder's Park were a highlight with family members attending across 2 nights. This provided a wonderful opportunity for families to celebrate their child's learning and growth. A 'Sunday Funday' at Brinkworth Reserve was organised by the Governing Council to promote connection and community.

A strong culture of learning together was developed through guest speakers at Governing Council meetings including a Speech Pathologist, physiotherapist, Dietician, Occupational Therapist and a spotlight session from PLJPS Principal.

Significant indoor and outdoor improvements were made including new flooring throughout and the removal of some walls to improve flow and functionality. COVID 19 stimulus funding was used to replace the lawn and upgrade the sandpit area.

## Governing council report

2020 was an interesting, challenging but productive year for the staff, students and Governing Council of Bishop Kindergarten. COVID19 forced the cancellation of 3 to 4 meetings prompting the council to look at alternative options for meetings prior to restrictions easing. The COVID19 pandemic impacted attendance and the ability for parents to attend during drop off and pick up times but the staff did a fantastic job in maintaining communication with families throughout these times. The cleaning of the Kindy was also increased due the pandemic resulting in an impact of the Kindy's financial profit throughout the year.

Throughout the year the Kindy has upgraded the tables and chairs, replaced the flooring and renovated the home corner by removing a wall and opening up the space. The Staff suggested that fees be raised by \$5 a term in lieu of asking parents for additional funds throughout the year for excursion/ incursion costs. The Governing Council voted for a \$5 increase per term lifting fees to a total of \$280 for the year starting Term 1 2021 that will cover the previously mentioned costs.

There were a range of guest speakers throughout the year that included Jasmine Francis – Physiotherapist, Caitlin Parker – Occupational Therapist, Megan Pobke – Speech Pathologist, Kathy Davidson – Port Lincoln Junior Primary School and Sarah Toome – Dietician all of which had a positive impact.

The council were able to organise one 'Kindy Mixer' event where families from both the green and blue groups were able to mingle during the event that was held at Brinkworth Park. The event was a success with many families attending and the children mixing well proving why this has been a favourite event in years past.

There was a 'picture plate' fundraiser held with a profit of \$315. This was used to purchase play adjuncts and a new mat for snack times. This fundraiser was well received by the children and their families allowing them to lock in memories from their time at Bishop Kindergarten, one I would recommend again in 2021.

As the year came to a close the annual graduation was held at Flinders Reserve in individual groups to adhere to social distancing requirements where the children were presented with their portfolio and performed several songs for the family members in attendance.

The council saw the year out with a breakfast at the Port Lincoln hotel with a 'book or bottle' themed Kris Kringle to celebrate the challenges and progress made throughout 2020.

Christina Spinks

# Improvement planning - review and evaluate

## -Literacy and numeracy goals-

Goal 1. Increase children's oral language skills, in particular the use of complex vocabulary and expanded sentences.

Strategy: Develop a common understanding of oral language development. Develop agreed ways of tracking and monitoring. Implement a consistent approach to best practice.

Outcome: Whole staff training during staff meetings were highly impactful. Staff combined their LDAR inquiry question with this goal and used provocations and a rich environment to increase children's oral language.

Observational & PASM data showed growth from all children.

Recommendation: investigate ways for children to express their thinking orally

Goal 2. Improve children's ability to read, analyse and use data in their everyday lives.

Strategy: develop educator's knowledge. Develop a holistic approach to teaching data. Develop an agreed way of tracking and monitoring progress

Outcome: Whole staff training in staff meetings. Staff researched the best practice around teaching data and embedded this into daily routines -such as data collection and analysis of "how are you feeling today?". Staff used observations, photos and work samples to track and monitor children's understanding and use of data.

Recommendation: continue to embed strategies. Investigate appropriate tracking and monitoring for children's understanding and use of data

## NQS priorities

QA 3- Innovate learning environment to improve literacy and numeracy outcomes

Strategy: visit other kindergarten environments. Research and source colours, textures and surfaces best suited to Early Childhood settings.

Outcome: Sandpit renovation commenced. Doorways created and half wall removed to create flow to the learning areas. New flooring throughout main play area. New tables and chairs purchased. Learning adjuncts were purchase to enhance literacy and numeracy learning in play.

Recommendation: continue to look at ways to innovate the learning environment.

QA 6- Communication and involvement of parents in the preschool program

Strategy: develop a communication survey for parents. Continue to refine systems of communication and involvement. Continue to seek feedback from parents throughout the year.

Outcome: Covid-19 restrictions did not allow for parents onsite during term 2 and much of term 3. Communication with parents was primarily via text message and notes. Parent meetings were conducted over the phone.

Recommendation: poll 2021 families early to determine best ways of communication. Investigate new information management system (FROG) early in 2021

QA 7- Leadership

Strategy: Seek support for new leader

Outcome: Leader accessed mentor and took part training including Crucial Conversations, finance, Education Management System, adaptive leadership and instructional leadership. LET provided ongoing support throughout 2020

Recommendation: Leader to continue to seek support from mentor, partnership and LET

## Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2017	55	54	54	55
2018	55	55	55	55
2019	51	52	52	54
2020	65	64	66	66

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

In total there was 69 children enrolled at Bishop Kindergarten during 2020.  
Two children transferred to Bishop Kindergarten from other sites and in term 3 an indigenous child enrolled as a 3 year old.  
Three children transferred out of Bishop Kindergarten in 2020- one child moved, one decided to home-school and one chose to leave due to the immunisation legislation rolled out in August.  
In 2021 our enrolment cap will remain at 66.

## Attendance

	Term 1	Term 2	Term 3	Term 4
2017 centre	93.1%	89.3%	90.7%	90.3%
2018 centre	94.2%	89.3%	85.4%	93.5%
2019 centre	93.8%	86.4%	90.3%	88.8%
2020 centre	93.8%	92.6%	91.0%	96%
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

Attendance during 2020 was significantly impacted by Covid-19.  
Families communicated absences via text, parent diary, in person or by note. A week of non attendance is followed up by staff and recorded accordingly.

Staff regularly review and track attendances. Conversations and home visits take place where appropriate.

## Destination schools

Feeder Schools (Site number - Name)	2017	2018	2019	2020
8425 - Navigator College	1.0%	9.0%	5.8%	3.1%
1277 - Port Lincoln Junior Primary School	65.0%	41.0%	55.8%	50.0%
8333 - St Joseph's School - Port Lincoln	30.0%	47.0%	38.5%	45.3%

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

A majority of children from Bishop Kindergarten continue to transition to Port Lincoln Junior Primary School and St Joseph School.  
We promote public education, however, we maintain a close relationship with all feeder schools.

## Client opinion summary

In Term3 2020 a Preschool feedback survey was utilised to collect families voice and perspective. A total of 44 surveys were completed (68%).

The majority of families either strongly agreed or agreed with all statements. Families felt strong relationships were built at Bishop Kindy and that their child was socially, emotionally and academically supported. They commented on the positive and efficient way staff managed Covid-19 restriction and obstacles. Families were comfortable to approach staff to discuss their child's progress, interests and needs and any concerns. Families thought highly of the outdoor learning space and commented on maintenance and design.

It was evident at parents were eager to see a broader variety of communication platforms. This was taken to Governing Council for discussion and is a priority in Bishop Kindergartens 2021 PQIP

Comments...

Bishop kindy staff are always helpful, supportive and fair! Creating values of respect, kindness honesty and empathy and creates a safe nurturing environment

Learning about impulse control and working memory at kindy has been great and we use at home! Sense of belonging and working in small groups has assisted \*\* in her learning environment ! Fantastic start in her learning journey.

The learning is engaging for the children and the impulse control and working memory are valuable tools. Increasing independence and resilience will be beneficial for school! Bishop kindy are wonderfully encouraging for all children to learn and succeed.

Bishop's new director Nicole and team have implemented updated changes and being involved with the governing council has been a great experience, sharing and learning children new curriculum ideas! Great leadership and supportive team working together for the best outcome for our children.

## Relevant history screening

All staff are consistently screened and hold current qualifications as per departmental requirements.  
All volunteers have a 'working with children' check.  
All paperwork is kept on-site.

## Financial statement

Funding Source	Amount
Grants: State	\$496,770
Grants: Commonwealth	\$0
Parent Contributions	\$17,160
Other	\$4,154

## 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 allocated to support improved Numeracy and Literacy outcomes for all children. Funding was used to ensure the whole staff team could attend training days and resources were purchased including new books for conversational reading.	Children's oral language and ability to read, analyse and use data has shown positive growth.
Improved ECD and parenting outcomes (children's centres only)	N/A	n/a
Inclusive Education Support Program	An additional staff member was employed for 12 hours per week to assess and help meet the needs of children by implementing proactive and targeted speech and language strategies and programs	Children's speech and language skills showed significant growth throughout the year
Improved outcomes for non-English speaking children who received bilingual support	N/A	N/A

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