

2024 annual report to the Community

# Angaston Kindergarten

Angaston Kindergarten number: 2601

Partnership: Barossa Valley



Preschool director:

Nicole Garrett

Signature



Government  
of South Australia  
Department for Education

Date of endorsement:

15/02/2025

# Context Statement

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

Angaston Kindergarten is a standalone, full-time Preschool located in the Barossa Valley wine region approximately 85 km from the Adelaide GPO. Servicing the small country town with a population of around 3000 people, many children come from various outlying towns including Stockwell, Truro, Moculta, Eden Valley and Keyneton. Many families live outside of the town centre on rural farming or vineyard properties or are employed in the Barossa Valley wine industries, and often travelling to Angaston and surrounds for work.

With community engagement as a site priority the dedicated educators and Governing Council are committed to raising the Kindergarten profile and welcome opportunities to be involved in local community events including participation in the Angaston Show, the Angaston Christmas Parade, Barossa Farmer's Market Breakfast Bar, family and picnic nights, inviting local schools and childcare centres to come and share their learning with the children. Several of these events also provide opportunities for the community to support our fundraising efforts while promoting local businesses.

Located adjacent to Angaston Primary School, site leaders and educators have developed strong collaborative partnerships, enhancing community connections and supporting the smooth transition from preschool to school. Together a Transition Policy has been developed to include both a formal and informal transition schedule which provides opportunities for children to develop their connection to Angaston Primary School and familiarise themselves with the context of a school environment. Supported by preschool educators the informal transition program runs all year round, now with mid-year intake, and usually commences with the reception children visiting the preschool. Following on from this the preschool children visiting reception classes, the school library, gymnasium, playgrounds, the community garden block, specialty teachers. We also enjoy participating in events such as sports day, Harmony Day and book week. This is a fabulous opportunity for those children going to Angaston Primary School to become familiar with the spaces, its leadership and teachers before commencing their formal visits in their final term of preschool.

While located on the other side of town Angaston Kindergarten shares a strong connection with the Angaston Early Learning Centre. Families who require longer days of care can access before and after kindy care with Child Care Educators dropping children off to preschool and collecting them at the end of the preschool day, supporting families to access a formal preschool program for their children.

As a full-time centre with a current enrolment cap of 55, our children attend in 2 groups across the week with one group – the blue group – containing a maximum number of 33 children who access 15hrs of preschool each week over a 5-day fortnight of Monday/Tuesday/Wednesday in week 1 and then Monday/Tuesday in week 2. The red group – containing a maximum of 22 children who access 15hrs of preschool each week over a 5-day fortnight of Thursday/Friday in week 1 and Wednesday/Thursday/Friday in week 2. The preschool program operates from 8.45am – 3.00pm each day and with a universal access entitlement to access a 15 hours per week each group attends only 4 Wednesdays per term. In term 4 2024 site leaders from Angaston Kindergarten and Angaston Primary School worked with the Elsie Ey Children's Centre Child Development Coordinator to run a 4-week trial music playgroup which was well utilised by the community. Moving forward both sites are working together to reinstate a playgroup for the community.

Data collected from a range of sources and surveys has led our site on an improvement journey in strengthening children's self and co-regulation to support deeper engagement and agency. Working with the DfE Self-Regulation Team and Music Education Strategy we embarked on a journey in developing an understanding of, and implementing a modified version for the preschool context, of the Zones of Regulation. Linking our improvement to the Wellbeing quadrant of the Public Education Strategy. Moving into 2025 we hope to continue this work to support both wellbeing and learner agency through an inquiry-based project developing several learning spaces and tools for supporting regulation, engagement and agency.

2024 again saw a greater need for preschool enrolment with the site maintaining numbers over 44 leading to an increase in enrolment capping to 55 which has been maintained moving forward into 2025. With a continued commitment to consistency and continuity the site works to retain its core staffing, however, with some staff moving on to new sites we welcomed 2 new educators who transitions well into our educator team sharing their knowledge, expertise and thinking with current staffing. With the increased capping remaining at 55 for 2025 we commenced the new year with one full time Director with a parttime teaching load, 3 - 0.6 Contract Teacher, and 2 ECWs for mainstream and preschool support. All positions being filled with educators rolling over from 2024.

# Governing Council Report

Firstly, I would like to thank everyone on the Governing Council for a fantastic year, I think we can all agree 2024 was a successful one for the Angaston Kindergarten, also a huge thank you to other volunteers & most importantly the staff for all of their time & effort supporting our committee.

We have had several fundraising opportunities including the Angaston Show, 2x Farmers Markets, Easter Raffle, lucky squares, Sunrise bakery orders, picture plates, pyjama day, discos, an Obstalathon, calendars and others I have forgotten, which has helped us raise just over \$8,000.

We also reviewed the kindergarten start/finish times to suit both families & staff after listening to families the difficulty of dropping children off and having enough time for parents to be able to get to work on time. As well as incorporating the "Zones of regulation" into our homes to help support our children's emotional needs as well as developmental ones.

The Governing Council managed to run several stay & play activities which was vital in integrating families to get to know each other better, but also for the children to build stronger friendships with one another.

In reflection it has been an amazing experience for me to be chairperson, and I would like to thank Nicole Garrett for her guidance as well as patience as I got into the hang of it. Also, a huge thank you to the rest of the staff here, I can tell it is more than just a job for these women, they are so happy to be involved for the greater good of the kindergarten.

New skills were made, new friendships were made, and I can recommend any parents who are keen to jump on & help on the Governing Council, it is the best way to feel involved & to know what is happening within their children's preschool year.

Thank you.

Gaynor Saegenschmitter

## Preschool Attendance

	Term 1	Term 2	Term 3	Term 4
2021 centre	90.5%	85.7%	87.3%	86.1%
2022 centre	85.9%	80.7%	86.8%	60.1%
2023 centre	91.7%	91.2%	82.6%	85.9%
2024 centre	88.6%		83.6%	

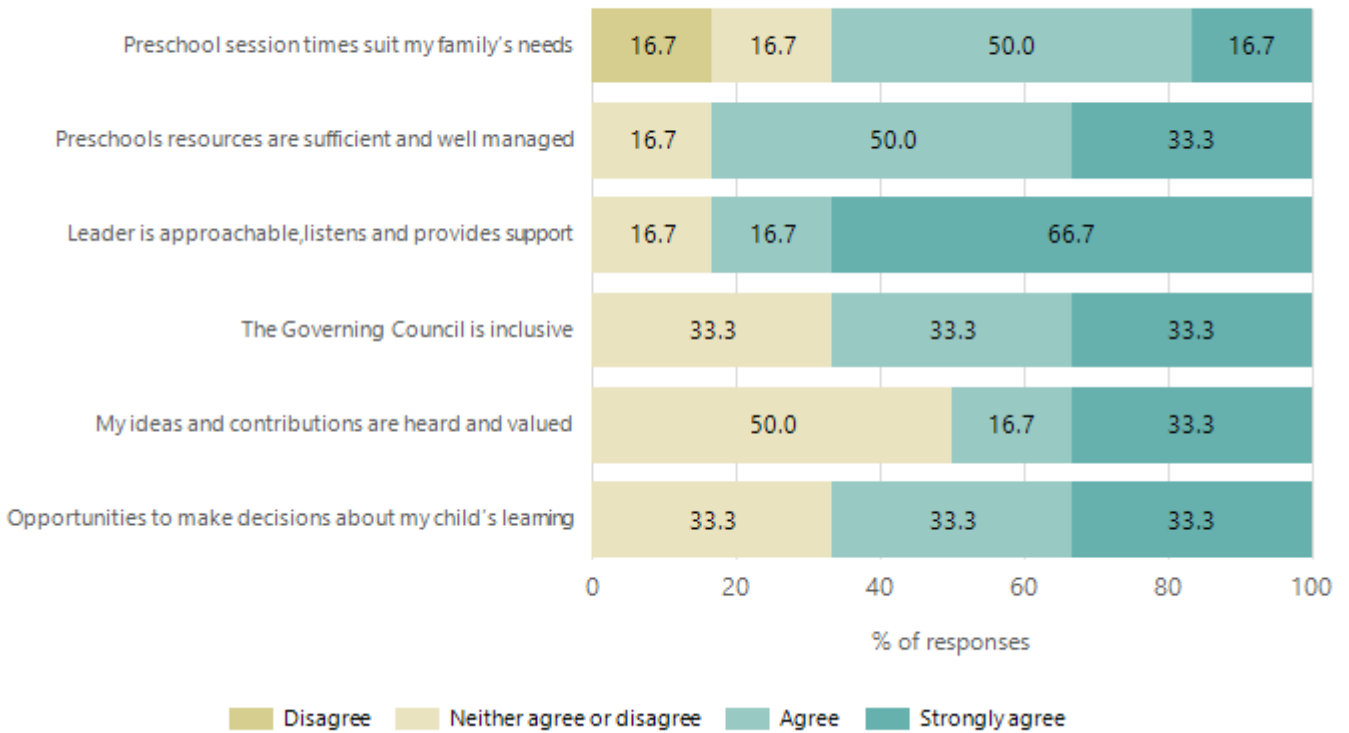
Based on attendances recorded in the two-week reference period each term. Data for eligible enrolments as described in the department's Enrolment policy. Attendance rates may differ to previous reporting with the transfer from calculations based on deemed attendance to actual attendance using booked hours divided by attended hours. Data Source: Department for Education Attendance Data, Semester 1 Report 2024. A blank cell indicates there were no students enrolled.

## 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.

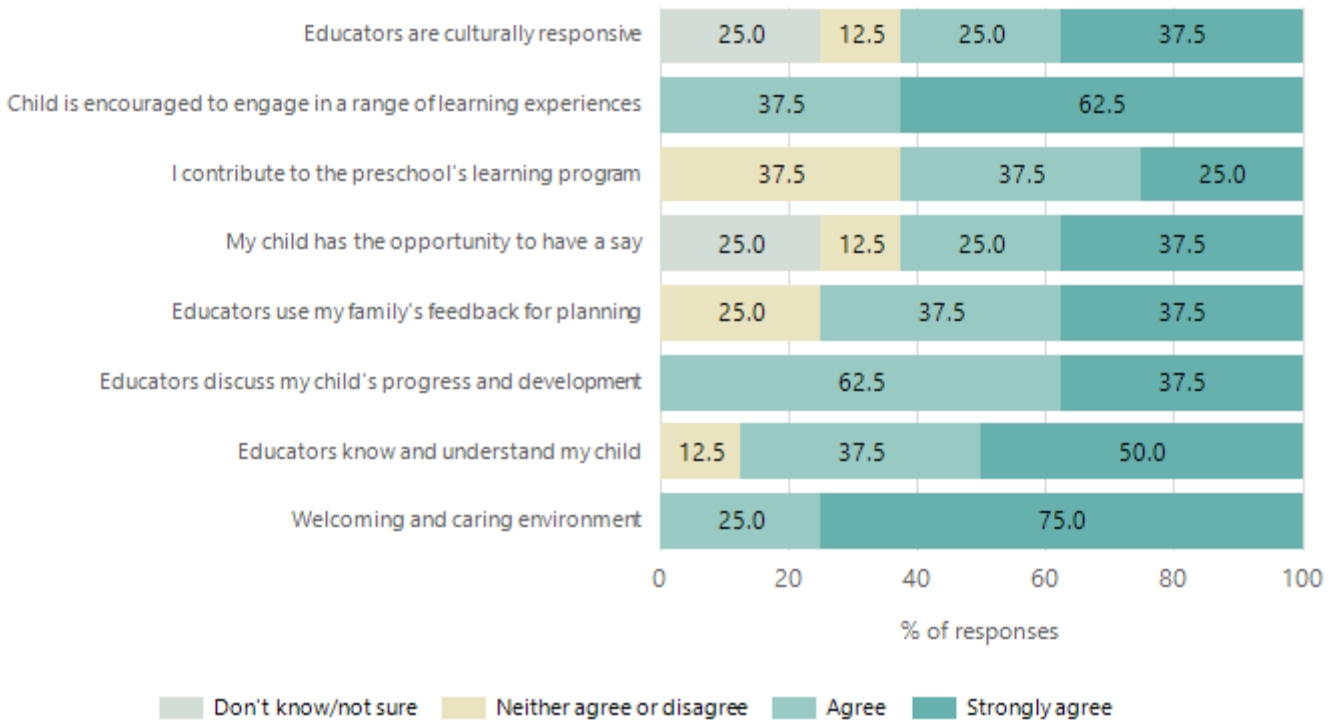
# Preschool Family Opinion Survey

## Governance, Leadership and Management



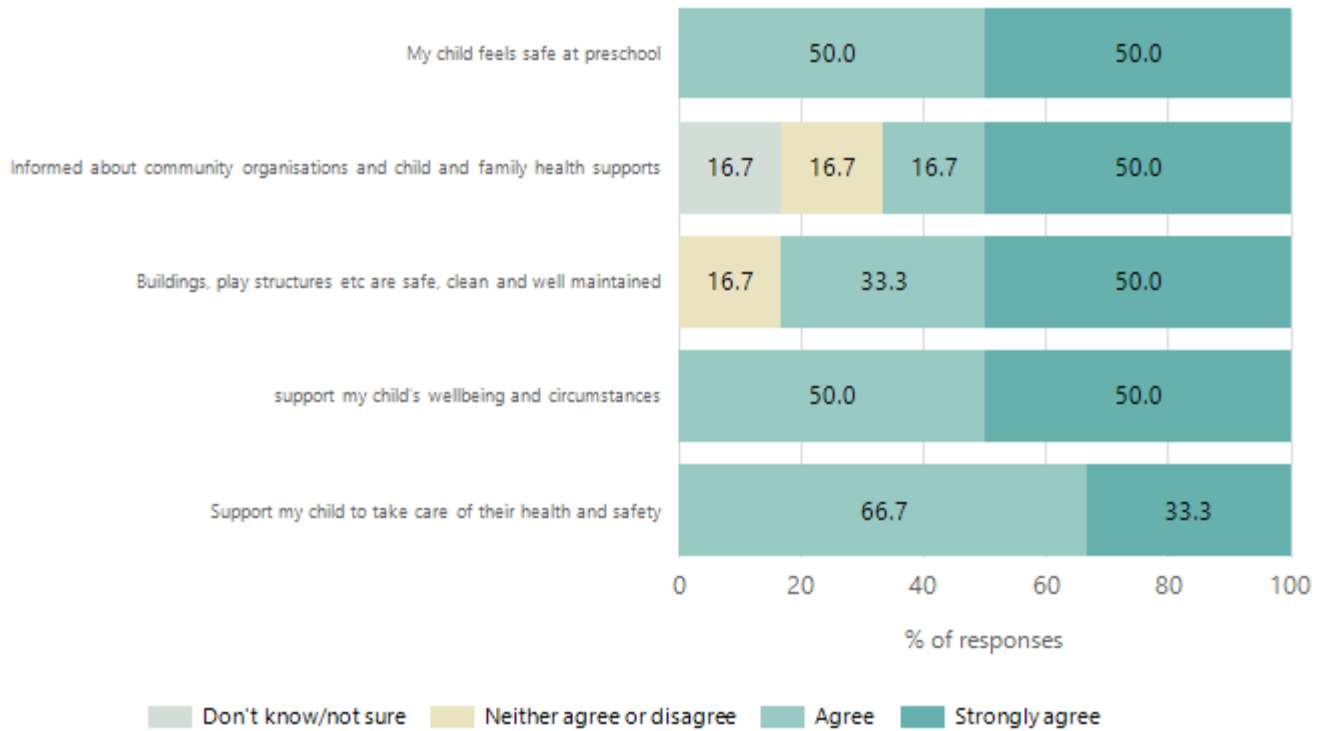
Data Source: 2024 Department for Education Preschool Family Opinions Survey, Term 3 2024.

## Quality of Teaching and Learning



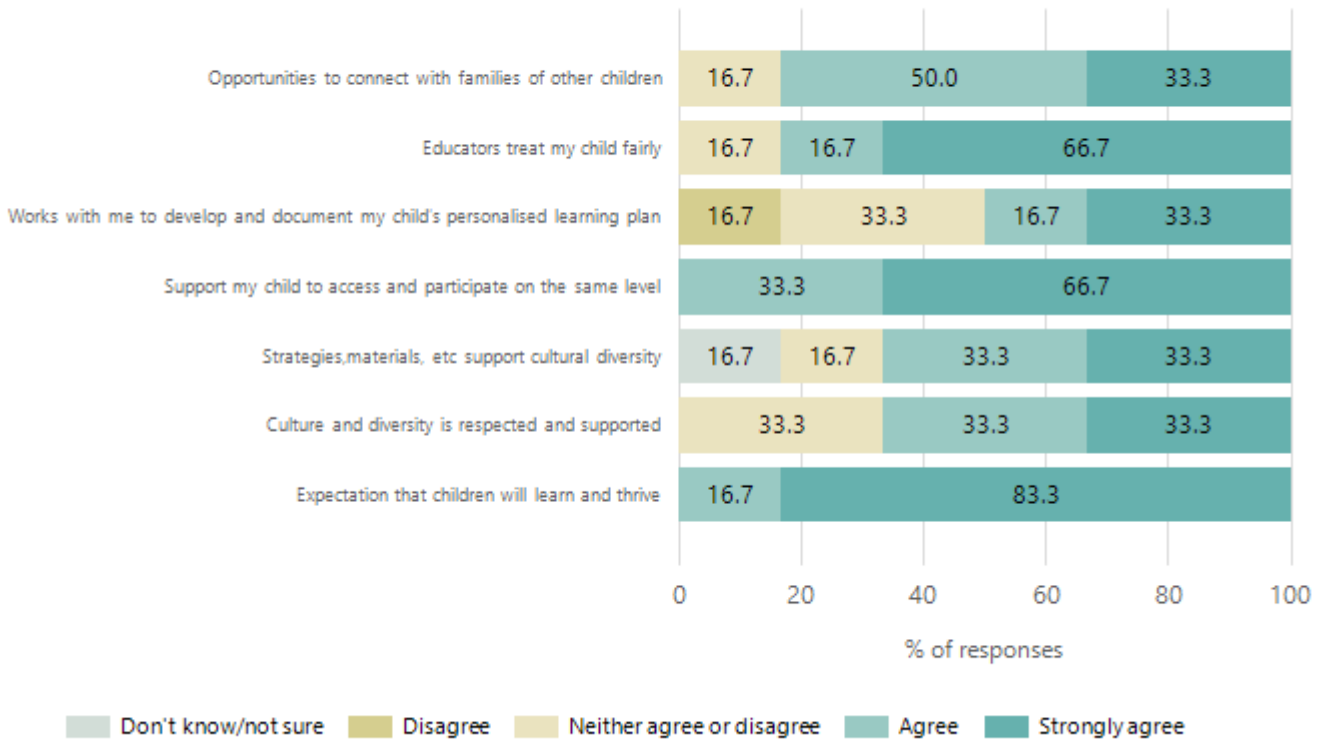
Data Source: 2024 Department for Education Preschool Family Opinions Survey, Term 3 2024.

## Safety, Health and Wellbeing



Data Source: 2024 Department for Education Preschool Family Opinions Survey, Term 3 2024.

## Support and Inclusion



Data Source: 2024 Department for Education Preschool Family Opinions Survey, Term 3 2024.

# Destination Schools

Feeder Schools (Site number - Name)	2022	2023	2024
0242 - Angaston Primary School	65.9%	70.2%	66.7%
0427 - Tanunda Primary School		5.3%	3.2%
0442 – Truro Primary School			3.2%
9093 - Good Shepherd Lutheran School - Angaston	18.2%	12.3%	25.4%
9999 - Unknown	9.1%	8.8%	

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, 2024.

# 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	2
Postgraduate Qualifications	2

Data Source: Data extracted from Mandatory Workforce Information Collections as on the last pay date of June 2024. 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	2.7	0.0	0.9
Persons	0.0	4.0	0.0	1.0

Data Source: Data extracted from Mandatory Workforce Information Collection as on the last pay date of June 2024.

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	\$487,984.71
Grants: Commonwealth	
Parent Contributions	\$28,455.00
Fund Raising	\$11,942.58
Other	\$9,691.00

Data Source: School supplied data.