



# Brahma Lodge Kindergarten Inc

## 2022 annual report to the community

Brahma Lodge Kindergarten Inc Number: 2604

Partnership: Salisbury

Signature

Preschool director:

Mrs Kristin Bateman

Governing council chair:

Ms Ashley Steele

Date of endorsement:

23 February 2023



Government  
of South Australia

Department for Education

## Context and highlights

Brahma Lodge Kindergarten is a small part-time stand-alone kindergarten, located in the northern suburbs of Adelaide. During 2022, we operated 0.6 with a Kindergarten Director, Permanent Teacher and Permanent ECW. We also employed an ECW to work with our children with additional needs using our IESP grant funding. Our enrolments remained steady between 25 and 28 children and once again we had a high number of children from families that had English as a Second Language with 11 out of the 25 children speaking an additional language at home. We had a number of children (8 children) utilising the IESP funding to support them with behaviour and speech and language needs.

Throughout the year we discussed and focused on many different themes. Whilst focusing on "All About Us" children learnt about their bodies, families, friends, feelings, people who help them and Healthy Eating. This included the Child Protection curriculum about staying safe and developing a network of people that can help them, that they can talk to and can trust. During Term 2, we talked about "Animals". We discussed many different animals and their habitats. We went on an excursion to the Adelaide Zoo and had an Education session with a Zookeeper to extend our learning about Animals. During Term 3, we talked about different forms of transport. This also included discussing Emergency services (Police, MFS and Paramedics) and how they can help us. We had a visit from a Police Officer who talked to us about how they can help us. We also went on an excursion to the Road Safety School to consolidate our learning about Road Safety. Throughout the year we celebrated many different celebrations throughout the year. We celebrated Australia Day, Chinese New Year, Pancake Day, Holi, Harmony Day, Easter, Mother's & Father's Days. We celebrated Book Week and Remembrance Day through activities, dressing up, cooking, group discussions and research. This year we had a very successful small group program focusing on developing children's Oral Language and Phonological Awareness and understanding. Staff shared the children's Learning Journey Folders with families once or twice a term. We received positive feedback from families regarding the learning within the folders.

## Governing council report

Throughout 2022, Our Governing Council met twice a term. The numbers of parents attending the meeting remained steady with 2 parents attending every meeting. The Governing Council showed an interest in the Quality Improvement Plan and were very supportive of the Closure Days to work through our self-review process and continuous improvement focus. The Governing Council organised quite a few successful fundraising events including raffles, Calendars and Diaries and our Kindy Games that coincided with the Commonwealth Games. Several parents were involved in the kindy curriculum including sharing about cultural events and coming assist with cooking and other activities.

## Preschool quality improvement planning

In 2022 we had 2 main goals. We continued with our 2021 goal: To improve children's ability to use complex sentences which describe and express their needs. We also added another goal to continue on with our 2021 learning about Phonological awareness: To strengthen each child's phonological awareness skills to promote meaningful engagement with texts.

The strategies we used to meet goal 1 included:

- Create opportunities for dramatic play by intentionally shaping literacy rich environments to increase literacy actions with a focus on the roles of educators within play.
- Engage in high quality adult-child interactions with each child (SST)
- Educators will differentiate and extend each child's language and literacy development (inclusive of vocabulary, social language and phonological awareness) explicitly through a small group book-based program. The goals for each group will be identified through the analysis of formative assessment as part of a documented and comprehensive cycle of planning. This strategy also fitted into goal 2.

Educators used all of these strategies to improve children's oral language development. We saw improvement in all children's oral language using an adapted RRR survey from term 1 to term 4.

The Strategies we used to meet goal 2 included:

- Educators will support each child's phonological awareness development and oral language through small group focused book-based program.
- Each small group session will be reflected upon and used in the planning of the next group.
- Educators will use 'bombardment' through play to compliment the focus of the small group program and to develop children's awareness of phonological awareness.

Our focused small group programs were extremely successful. For 3 of the small groups, we used Karyn Carson's Phonological Awareness research project and the other group focused on developing children's confidence and Social language. We noticed huge improvements when comparing children's PASM data from term 1 and term 4. In Term 4, 76% of the cohort were able to identify initial sounds in words, 48% were able to identify the final sounds in words and 20% were able to blend sounds together to form words. We also had 1 child who was able to segment words into sounds.

In 2023 we will continue to use this program when planning and implementing our small group program.

## Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	28	29	27	25
2020	27	26	27	26
2021	25	25	23	23
2022	26	26	26	25

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	86.7%	79.0%	90.6%	82.3%
2020 centre	95.5%	88.7%	90.2%	83.6%
2021 centre	61.5%	83.3%	81.1%	65.8%
2022 centre	63.8%	80.8%	84.2%	84%
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 attendance across the year is quite stable. Parents are encouraged to notify the kindergarten if their child is absent from kindy. Staff contact families if children are absent for 2 days in a row to check how they are and to find out the reason from their absence.

## Destination schools

Feeder Schools (Site number - Name)	2019	2020	2021	2022
983 - Brahma Lodge Primary School	83.3%	73.3%	81.8%	73.7%
318 - Nuriootpa Primary School	0.0%	0.0%	0.0%	5.3%
9757 - Our Lady of Hope School	8.3%	6.7%	0.0%	5.3%
9072 - St Augustine's Parish School	0.0%	0.0%	9.1%	10.5%
8411 - Torrens Valley Christian School	0.0%	0.0%	0.0%	5.3%

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

2022 saw children move to a large range of schools. Most within our Partnership, however some were outside our Partnership as families were moving to new suburbs. 54% of our children moved on to the local Primary School (Brahma Lodge Primary School) which is slightly higher than last year. 19% went to other Government Primary Schools and 27% went to nearby Private Schools. Most children who went to Private schools have older siblings already attending these schools.

## Family opinion survey summary

During 2021, I once again used the Parent Opinion Survey under the headings of the National Quality Standards. I chose this survey so the feedback from parents aligns with the Quality Improvement Plan of the centre. We received 5 parent surveys returned out of 25 families which equates to 20% which is slightly less than last year.

Q.A.1: Educational Program – Of the 5 surveys on average 63% strongly agreed and 37% agreed with each of the 5 statements in this section which is an improvement from last year's data.

Q.A.2: Children's Health & Safety – Of the 5 surveys on average 67% strongly agreed and 29% agreed with each of the 5 statements in this section which is similar to last year's data.

Q.A.3: Physical Environment - Of the 5 surveys on average 64% strongly agreed and 32% agreed with each of the 5 statements in this section which is an improvement from last year's data.

Q.A.4: Staffing Arrangements - Of the 5 surveys on average 92% strongly agreed and 8% agreed with each of the 5 statements in this section which is a considerable improvement from last year's data.

Q.A.5: Relationships with Children - Of the 5 surveys on average 64% strongly agreed and 36% agreed with each of the 5 statements in this section which is similar to last year's data.

Q.A.6: Partnerships with Families and Community - Of the 5 surveys on average 76% strongly agreed and 24% agreed with each of the 5 statements in this section which is an improvement from last year's data.

Q.A.7: Leaderships & Management - Of the 5 surveys on average 76% strongly agreed and 24% agreed with each of the 5 statements in this section which is an improvement from last year's data.

When compared to previous years, most areas showed higher percentages of strongly agree responses. This year's neutral responses were lower. These results may indicate that families felt more informed about the curriculum and workings of the kindergarten. The Parent opinion survey also contained positive parent feedback regarding staff relationships with children and families, a welcoming environment and that the staff met and respected the children's and families cultural and family's needs.

## Relevant history screening

The Director uses the On-line HRS system to maintain all staff certificates. This also assists in ensuring all staff have an up-to-date History Screening. The director also checks that all relief staff have up to date documents and the site is provided with a copy including WWCC documents. All maintenance personnel and visitors are asked to sign in and credentials are checked.

## Financial statement

Funding Source	Amount
Grants: State	\$272,386
Grants: Commonwealth	\$0
Parent Contributions	\$8,413
Other	\$2,359

## 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	This funding was used to purchase resources to put together Literacy and Numeracy packs for children and families to borrow on a weekly basis.	Children and families engaged with these packs by weekly borrowing. 80% of children borrowed these packs on a regular basis.
Inclusive Education Support Program	This funding was used to employ an ECW to provide additional support for eight children with a range of additional needs. Children required additional support in developing their speech and language, social skills and emotional resilience.	All children accessing this funding demonstrated improved outcomes. Children's social skills, emotional resilience and speech and language skills improved allowing children to positively access and engage with the kindergarten curriculum.
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.