



Aldinga Community Kindergarten

2022 annual report to the community

Aldinga Community Kindergarten Number: 3603

Partnership: Sea & Vines

Signature

Preschool director:

Miss Janine Ryan

Governing council chair:

Tina Cole

Date of endorsement:

16 March 2023



Government
of South Australia
Department for Education

Context and highlights

Aldinga Community Kindergarten is located in the traditional lands of the Kurna people as the traditional custodians of the Adelaide region. Our Kindy is a Department of Education site and in the council area of Onkaparinga. The building is council owned and leased by the Education Department. The Kindergarten is situated near a large reserve, community garden, community centre, dog park and childcare centre. Aldinga is a rural coastal town close to Adelaide and is situated close to vineyards and beaches. Aldinga Community Kindergarten is the original Kindergarten of Aldinga. The Kindergarten has access to lots of community services such as CAFHS, Anglicare and health services. Families that access the service live in Aldinga, Aldinga Beach, Sellicks, and Port Willunga. Some Myponga and Maslin Beach families also use our service. Aldinga Community Kindergarten is a standalone kindergarten but has links to nearby Kindies, and schools as a part of the Sea and Vines partnership. Children attend kindergarten for a year prior to going to school. Children who identify with ATSI heritage or under the guardianship of the Minister can access 12 hours a week of Kindy from the age of 3. Children accessing the 4 year old program can attend for up to 15 hours a week. In 2022 we trialled children accessing 30 hours of kindergarten over the fortnight with 2 consistent days each week and then an additional day every fortnight. Feedback is that families felt this was more convenient for them than a half day. When a family is in crisis we offer emergency care for an agreed period of time. We are a full time Kindy and the service operates for 40 weeks of the year, staff also attend an extra 2 days before students start the year and the Kindergarten also has 4 student free days for staff to attend professional development. Enrolments vary from 55-80 children each year. We are a category 2 site and the Kindergarten has between 7 -11 staff depending on numbers and needs of the children. Before Kindy sessions are offered for families from 8.30am till 9am Monday to Thursday. Out of Kindy hours care is available at the childcare centre which is located next door to us which includes before and after kindy care. The highlights of the year have centred around curriculum and the growth and learning of the children. We have started the process in developing our Reconciliation Action Plan. We had some cultural learning incursions and really worked on building our knowledge of a staff team and how we support cultural learning not just for reconciliation and NAIDOC weeks but everyday at Kindy. Our art show was a huge success and the children felt very proud showing their loved ones their portrait. We had several other incursions which supported the learning at the time including Science week, Literacy week and National recycling week. Staff have been focusing on informing parents about our curriculum and have been regularly sending learning stories about children home as well as through conversations, newsletters, displays and through assessment. We redeveloped our Statement of learning to include more student voice and our portfolios include a lot of detailed information about each child. Due to COVID we did not have as many family events as we would have liked but we were able to end the year with a very successful concert and graduation night.

Governing council report

This year our governing council representation was a little lower than it has been in previous years. We were flexible to meet the needs of the community through face to face meetings as well as regular communication through email. Despite these challenges the Kindergarten has had a excellent year with little interruption to the students and curriculum. Governing council supported the process for the advertised position of Director for the next 5 years. Janine Ryan will continue in the role which will continue to provide stability. The Kindergarten continues to be in a strong financial position, the governing council approved the budget and were able to review the financial status of the Kindergarten each month. They ratified policies and made decisions about the running of the kindergarten. They contributed to the design of the PQIP as well as reflecting on its progress. They approved student free days and gave feedback about assessment and the running of the Kindergarten including OHSW and HR. All members were trained in child safety and were active in the decision making processes. Each meeting minutes were taken and distributed. Thankyou to all members for their involvement this year, your contributions were very much appreciated.

Preschool quality improvement planning

This year our PQIP goal was to build children's oral language skills in particular their ability to express thinking and ideas. We achieved this by staff engaging in sustained shared thinking strategies when working with students. We were intentional about how we taught the learning and set up lots of opportunities for students to engage in thinking. Our Pedagogical documentation when analysed showed lots of evidence of staff capturing children's thinking. Staff now feel more confident in being able to analyse children's learning as well as student and community data. We had regular check ins and developed more effective tools to support us knowing where each child's oral language was and their ability to articulate their thinking. This information was then used to design the learning for individuals and groups of children. Children of whom we had concerns about were referred to DfE speech pathologist and programs developed to support each child's needs. When we analysed our success criteria we were confident that the environment we set up allowed children to respond appropriately to questions, engage in reciprocal conversations, articulate their thinking and confidently express their ideas. We were able to celebrate the children's ability to answer questions and engage in a detailed conversation and use creative mediums to express their thinking at our art show where each child featured an art portrait but also a narrative of themselves as artists. Staff are also more confident in the process for developing the QIP goals as well as the analysing and planning aspects involved.

Enrolment

	Enrolment by Term			
Year	Term 1	Term 2	Term 3	Term 4
2019	72	75	81	87
2020	85	86	83	84
2021	60	65	66	67
2022	55	55	51	50

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	91.4%	84.5%	87.2%	87.4%
2020 centre	93.9%	72.6%	93.4%	84.7%
2021 centre	88.6%	87.5%	87.9%	91.5%
2022 centre	87.2%	76.5%	88.4%	92%
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

Attendance this year has been high in comparison to prior years due the pandemic. This year we introduced 6 full days over a fortnight rather than 4 full days and 2 half days. We did this as our 1/2 day sessions have always been less attended than full days and the feedback from parents has been positive. Families have also been mindful of keeping unwell children home which has prevented outbreaks within the centre. We have continued to provide before Kindy care to support working families and the childcare next door has been very supportive in transporting children to and from kindergarten for out of hours care.

Destination schools

Feeder Schools (Site number - Name)	2019	2020	2021	2022
222 - Aldinga Beach Primary School	44.2%	41.7%	25.6%	30.0%
9756 - All Saints Catholic Primary School	1.9%	0.0%	2.6%	10.0%
289 - Mount Compass Area School	0.0%	2.1%	0.0%	10.0%
303 - Myponga Primary School	17.3%	12.5%	10.3%	10.0%
8498 - Tatachilla Lutheran College	7.7%	10.4%	18.0%	40.0%

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

Due to the new school being built our destination schools data has changed this year. We had an increase in children attending Southern Vales with a reduction in all other schools but with students still attending Aldinga Beach Primary School, Myponga Primary and Aldinga Payinthi College. We also sent children to Cardin Galilee College and Waldorf. Single students will be attending All Saints, Pt Elliot Primary and South Port Primary.

Family opinion survey summary

Our 2022 Parent survey results were very positive with 100% of parent Strongly agreeing or agreeing that that their child receives high quality teaching, that teachers know what children can do and need to learn that all teachers have expectations that children will learn that the teachers want to help children learn. In these area all parents strongly agreed that teacher are enthusiastic, that parents are satisfied with the learning, that the teachers make the learning enjoyable and the preschool has an excellent learning environment. All areas including Support of learning, Relationships, Communication, Leadership and decision making also rated highly.

Relevant history screening

All staff have up to date screening and are all approved to work with children.

Financial statement

Funding Source	Amount
Grants: State	\$525,000
Grants: Commonwealth	\$0
Parent Contributions	\$21,000
Other	\$0

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	Funding was used to improve literacy outcomes for students with a focus on communication and phonological development.	Steady improvement in data related to student outcomes
Inclusive Education Support Program	Staff support to assist students participation in the kindergarten curriculum.	Each student made considerable progress over the year.
Improved outcomes for non-English speaking children who received bilingual support	NA did not have any students requiring bilingual support this year.	NA

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