



Flagstaff Hill Kindergarten

2022 annual report to the community

Flagstaff Hill Kindergarten Number: 3629

Partnership: South Valley

Signature

Preschool director:

Ms Kim Cook

Governing council chair:

Laura Size

Date of endorsement:

9 February 2023



Government
of South Australia
Department for Education

Context and highlights

Flagstaff Hill Kindergarten is situated in a quiet, leafy suburban street within walking distance to the local primary school and shops. It boasts beautiful learning spaces both indoors and outdoors, and is fortunate to be co-located with the Sturt Gorge. This year we have worked on continuing to make our space beautiful, welcoming and inclusive. We won a Queen's Jubilee Grant this year to add additional native plants and a watering system to Yeltanna Wirra to support our plants to thrive, produce shade and homes for our native wildlife. Our amazing gardening volunteers have also continued their work in watering, clearing weeds and replanting our space. We have also upgraded the flooring within the space so that we have more flooring that is durable for our Bush Kindy program and messy learning that we provide.

Bush Kindy provides an ideal environment for collaborative learning and in turn supports children's social and emotional development. This year educators have continued to develop their understandings in how to connect our term overview particularly the literacy and numeracy elements into the bush kindy space. We have developed a range of tools to use like data sheets for bug collecting and then linking this back quantifying and reading data and also purchased additional items like scales to use with natural adjuncts to link numeracy learning. We also intentionally planned learning for the gorge to link in

We celebrate a community made up of families from varying cultural backgrounds and socio-economic status'. Family dynamics vary and our community is inclusive of all. Our governing council has also been a key to our ongoing success in supporting new ideas particularly in moving to longer days in 2023.

Governing council report

The Governing Council achieved many things in 2022 to make FHK an even better learning environment for our children.

One of the main areas of discussion was the operating hours of the centre and how this was working within our Kindy community. The GC deliberated as to whether 2.5 days was feasible for families and staff and if there was a more suitable option. The idea of 2 x longer day (8.30am-4.30pm) was considered as more of an effective way for children to attend all offered Kindy hours (it was noted the half day was a struggle for many families to attend). The GC voted in favour of this after receiving positive feedback from enrolling families for 2023.

Playgroup and its sustainability was discussed as a spin off from this discussion. The Kindy did not have a volunteer to run the group, so it was voted by the GC to pay an ECW to run this group. It was also noted that the current start time of 12pm hindered families with young children and also competed with another local play group so the GC voted a new start time of 9.30am-11.00am.

Sadly, 2022 saw the end of Kim being director at FHK. At this time, members of the GC were asked to be a part of the panel and interview process of prospective candidates. Courtney volunteered her time to be a part of this process where we were successful in gaining Clare Crew as the new FHK Director for 2023 and beyond.

Aesthetically, the GC only made one major decision to the Kindy, and this was to replace some flooring that desperately required upgrading. Laminate flooring carpet tiles were laid in the back area of the Kindy.

Finally, the Kindy did a fundraiser where an artist was hired, and the children were taught to draw a portrait of themselves. A group canvas was then designed and used as labels on the fundraiser wines. An afternoon was held so families could view and purchase their child's portrait and purchase the wine with the specifically designed label. This was very successful.

Preschool quality improvement planning

Our sites Preschool Quality Improvement Plan was to improve children's phonological awareness and understanding in letter sound(phoneme), rhyme and syllabication. This focus had come from reflections we had as a team around educators understandings in how to teach this in a sequential order along with the work that was undertaken with the Early Years group of our local feeder schools. Our local feeder schools use the Heggerty program and we wanted to use this as a way to support continuity of learning. Our Partnership also has a strong focus on phonological awareness so this also provided a link with the current work of this group.

Educators used their preschool closure days to upskill their understanding of phonological awareness by firstly undertaking an audit of their skills. Educators then connected with a training session run by the learning improvement division and also Heggerty training.

Through Heggerty children were immersed each day with the program within group times and educators collected data within these times to see where children's understandings sat. We assessed each child in term one and then term three and this provided us with feedback on each child's growth over the time. During our closure day in term four we unpacked this data to notice the patterns in rhyme, syllabification and first sounds (phonemes) We found that there was growth in phonological awareness for a high proportion of children from their first to second assessment. For the children where we didn't see growth, educators worked through other forms of data they had collected to see how these children had progressed within the context of group times. We found that there was growth for these learners too.

During our step five of the PQIP process educators were able to notice a shift in their own practices in supporting phonological awareness but felt there was still more to learn. We also wanted to look at phonological awareness through the lens of music and link with the Departments Music Education Strategy to support newer understanding's moving into 2023 whilst still engaging with the Heggerty program.

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	37	39	37	37
2020	43	N/A	44	44
2021	42	42	42	43
2022	35	36	36	36

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	90.0%	95.0%	92.5%	92.5%
2020 centre	93.7%		90.7%	79.1%
2021 centre	89.5%	81.9%	92.8%	88.4%
2022 centre	93.1%	85.3%	78.0%	96%
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

Children's attendance has been positive this year for the full days of Preschool. Families have been conscious of recommendations of keeping children who are unwell at home so that illness did not spread across the site. Friday's in the gum nuts group has been lower for the half day session compared with the gum leaves group. This is where conversations occurred within the Governing Council in relation to attendance and half fortnightly bookings being difficult to attend due to family work commitment's

Destination schools

Feeder Schools (Site number - Name)	2019	2020	2021	2022
1018 - Flagstaff Hill Primary School	90.0%	70.3%	83.3%	83.9%
8261 - IQRA Islamic College of SA	0.0%	0.0%	0.0%	3.2%
8284 - Our Saviour Lutheran School	0.0%	2.7%	0.0%	3.2%
8434 - School of the Nativity	0.0%	2.7%	0.0%	3.2%
9017 - St Therese Primary School	0.0%	0.0%	0.0%	6.5%

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

As a large proportion of children transition to Flagstaff Primary School we have worked across the year to familiarise our children with the space. We took each group up to the school for a library visit and play during term four and met with reception teachers to share each child's strengths and areas of support. An educator was present for the transition visit to support children to say goodbye to families and connect with children in their new learning space. For children who transition to other schools, educators connected with each reception teacher to handover all the information and also the statements of learning.

Family opinion survey summary

We unfortunately didn't have a large proportion of families submit a survey, with only 9 out of 32 families. Of these survey's we have very positive comments such as:

- * Bush Kindy offered at Flagstaff Hill Kindergarten is a fantastic program/concept that should be incorporated into other kindies. Teachers at Flagstaff Hill Kindy are excellent.
- * Excellent outdoor program connecting to nature
- * The bush Kindy program is an amazing opportunity for children to learn skills they wouldn't normally teach at other preschools

We had some feedback too in the comments section where are family wanted to know more about how their child performs academically and if further support at home was required when Kindy was over. This feedback is useful as a team to reflect on the ways that we can support families to know how their child is tracking against their learning goals.

In relation to children's learning families strongly agreed or agreed that:

- * The preschool is a safe and secure place
- * The preschool is well organised
- * There is effective educational leadership at the site
- * I am well informed about preschool activities
- * I am comfortable about approaching my child's teachers to talk
- * I receive information about my child's progression and achievement

Areas where we can improve that have been highlighted include:

- * Giving families opportunities to participate in decision about their education
- * Giving families opportunities to be involved

We will also look to promoting this survey better so that we can get more data to inform our next steps and planning.

Relevant history screening

Any new Teachers or Early Childhood Workers must provide us with a copy of their working with children check and their authority to work/teach so that we can make sure each person has the required paperwork.

Any new volunteers were asked to provide a copy and this was added to a spreadsheet in which the director checks on a 6 monthly basis.

All maintenance occurs through Ventia where there are a processes for required screening before coming on site.

Financial statement

Funding Source	Amount
Grants: State	\$5,000
Grants: Commonwealth	\$0
Parent Contributions	\$26,000
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	N/A	With a literacy based PQIP focus we used the funding to support upskilling and purchasing the Heggerty program and resources to use with our children. We were able to track and monitor each child's learning progress and saw growth in phonological awareness for each child.
Inclusive Education Support Program	n/a	Our amazing teachers connected with our Department Speech Pathologist to developed their skills and understandings in running speech sessions to support children on individual speech programs. These speech goals connected in with each child's individual learning goal so that we could plan learning opportunities and track and monitor growth over time. We worked closely with another child who was allocated IESP funding, on a set of social and emotional goals to support her to regulate, enter play and use appropriate language with her peers. We saw dramatic growth over time in these key areas.
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.