



# Flagstaff Oval Kindergarten

## 2022 annual report to the community

Flagstaff Oval Kindergarten Number: 3630

Partnership: South Valley

Signature

Preschool director:

Mrs Meegan Barron

Governing council chair:

Melissa McDonnell

Date of endorsement:

13 February 2023



Government  
of South Australia  
Department for Education



# Context and highlights

At Flagstaff Oval kindergarten we provide a quality, stimulating and developmentally appropriate learning environment for young children based on developing children's life skills, competencies and learning dispositions using the National Early Years Learning Framework and Literacy and Numeracy Indicators. Our focus areas include literacy in which we aim to build a strong foundation in phonological awareness and oral language which underpins future literacy success; numeracy with a strong focus on number sense, Aboriginal/First Nations perspectives, child protection and ecological sustainability. We support children to engage in enriching and powerful learning opportunities and support wellbeing through authentic relationships and reflective teaching practices. We support children to be confident, resilient, creative thinkers and social learners who are empowered to direct and evaluate their own learning. We believe that children learn best through play, with educators providing a stimulating emergent curriculum based on individual interests and needs.

We offer a full time program across two groups and a Specialised Speech and Language Program for up to 7 children with severe communication difficulties. We also operate a playgroup throughout the year and a transition program for children starting Kindy the following term.

We have a strong connection with our local community and local schools. This year with the support of an Aboriginal artist we have been able to strengthen our understandings around Kaurua culture and language. We continue to be involved in social justice experiences such as: Share the Dignity, Minton Farm and Vinnies food drive at Christmas.

# Governing council report

The Flagstaff Oval Kindergarten Governing Council is made up of volunteers who work with the director of the kindergarten and its educators to contribute to the direction of the kindergarten. In 2022, the Governing Council was made up of Meegan Barron (Director), Morgan Peer (Treasurer), Tammy Manna (Fundraising), Tiffany Sette (Secretary), Jodie Colak (Fundraising), Cris Escarez and myself, Melissa McDonnell. The Governing Council aims to meet two times each term, and members volunteer throughout the year to undertake activities such as planning and hosting fundraisers and attending to finances.

It has been a privilege to be a part of the kindy community this year. As the children have undertaken school transition sessions this term and have shown their eagerness to embark on the next phase of their education, it's with a sense of gratitude that I reflect on how our educators at this kindy have encouraged our young children to develop a sense of belonging and a sense of self as they settled into a new environment and routine and prepared them to be inquisitive learners as they venture toward school. My child started the transition to school at the end of term 2, and the confidence and enthusiasm to make this big transition was made possible by the care and attention of the educators at this kindy during his time here.

After the past few years during which kindy life was impacted by the COVID-19 pandemic, 2022 saw a return to a level of presence in the kindy that had been so fondly remembered. It was with a lot of joy that families joined the children and educators at the kindy for special events where the children had the opportunity to proudly display their developing and growing confidence to beaming and supporting audiences.

The Easter Hat Parade and the Obstacle-a-thon were two events that were enjoyed by the children and their families. These events were significant fundraising events for the kindy. The Easter Hat Parade was an opportunity for the children to gather before the Easter break and display their carefully crafted hats as they paraded around the grounds. We were delighted with the generosity of the kindy families and local businesses, and it was because of that generosity that we were able to hold a raffle with six exceptional Easter baskets. The generosity of the kindy community was also evident in the purchase of raffle tickets this year.

The children started the year with an exercise program that many children (especially my child!) were excited about. The children had the opportunity in term 4 to put their exercise efforts to the test in what's certainly a much loved event on the kindy calendar – the Obstacle-a-thon. The children engaged in a range of experiences and keenly monitored their progress by counting their laps. The children were proudly sponsored by their networks for this event, and this was another fundraising success.

The Bunnings BBQ held in May was also an important fundraising activity this year. The planning for and preparation of the BBQ was efficiently managed by our member Jodi and again generously supported by donations from kindy families. We were grateful to the enthusiastic families who joined the BBQ roster for the day and represented the kindy to the local community. We were thrilled to see lots of familiar faces come past to purchase sausages!

We also held fundraising activities that gave us special momentos to remember this year, including plates and tea towels that showcase our children's imagination through their drawings.

Money raised through fundraising activities goes toward purchasing new equipment and resources for the kindy. Importantly, this helps our educators to give important learning and development opportunities to children, helping to enrich the kind experience for all.

I have been grateful for the opportunity to see what happens "behind the scenes" to make the kindy run each day. I have a real appreciation for the work of the educators, the environment and support they need, and the care they give to our children. I have seen the pride that they share with us in the children's learning progress and in the strong sense of identity the children have and the connection they have to the world they're venturing into. The children's confidence as learners and members of the community is the result of this wonderful kindy.

I thank everyone for their contribution to the success of the kindy this year.

I'm looking forward to continuing to be part of the kind community next year as my next child joins the kindy.

# Preschool quality improvement planning

Phonological Awareness. In term one we did a phonological screening for all children using the Heggerty programme. This was the first time we had used Heggerty and were interested to see the difference with PASM which is what we had used previously. We chose the 'Baseline Phonemic Awareness Assessment for Kindergarten'. As a whole site we worked through the programme, adapting, modifying and scaffolding it as we went to ensure all children developed the concepts. We integrated the concepts through our play based curriculum and then did another screening at the end of term 3 for all children. All children had made improvements in their overall understanding of phonological awareness.

Number Sense.

Goal: Children will demonstrate a deeper

understanding of number sense.

Success criteria: Children will have a good understanding of number sense up to 10. Children will be observed to transfer this knowledge into other areas of mathematics which will inform data collection and intentional teaching. In Tm1 educators got together to look at what number sense meant and how we could ensure all children had the opportunity to develop a deeper understanding of number to ensure a strong foundation for future mathematical skill development across all areas of mathematics. Educators researched and then developed a screener to be used to check children in their first and third term to monitor growth. This included: counting 1:1 to 10, recognising numerals 1 to 10, cardinal and ordinal number, subatising up to 5, part/part whole relationships, stable order of numerals, the use of quantification to describe and compare, order irrelevance and more. Educators programmed experiences through our play based and emergent curriculum with individual children in mind, to provide opportunities and experiences to build these skills throughout the year. Evidence gathered indicated that all children had made a shift towards deeper understanding of number.

Self-Regulation.

Goal: Children will demonstrate an increasing capacity for self-regulation to enable participation in learning.

Success criteria: Children will regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts and be open to learning numeracy concepts. In term one Educators introduced the 'Zones of Regulation' to support this work along with our focus on the Child Protection curriculum. Children were monitored and supported throughout the year through explicit experiences and incidental learning opportunities.

Aboriginal/First Nations perspectives. An Aboriginal artist worked with our children throughout the year building connections, trust and a strengthening relationships with and for our children.

## Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	74	73	73	73
2020	70	70	69	68
2021	61	61	62	61
2022	53	54	54	55

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	95.0%	95.2%	87.0%	88.9%
2020 centre	93.9%	92.3%	92.7%	87.4%
2021 centre	90.7%	88.5%	92.7%	93.4%
2022 centre	87.9%	84.9%	84.9%	1%
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

We have continued to struggle with low attendance due to increased illnesses from Covid and many children having low immunity as a result of the restricted contacts with others. Children and families have all experienced increased illnesses this year with many families feeling the pressure and some not wanting to risk their child getting sick again and keeping them home to prevent another occurrence. Educators track and monitor attendance and note comments in the dairy. These families are followed up, checked on and supported as needed. With the pressure of families attending their local zoned kindergarten, we are experiencing pressure from a zone that does not meet the needs of the community. some families in our zone are traveling past other kindergartens who are closer to get to ours. Others located closer to us are not in our zone. Next year we will be exploring how our zone can be changed to better cater for the community, as traditionally most of our children come from outside of our zone. The introduction of mid year intake in 2023 and a cap on our numbers starting early 2023 is also forecast to have an impact on our numbers.

## Destination schools

Feeder Schools (Site number - Name)	2019	2020	2021	2022
524 - Belair Primary School	0.0%	3.5%	0.0%	4.0%
104 - Coromandel Valley Primary School	1.6%	1.8%	0.0%	16.0%
1226 - Craighburn Primary School	21.0%	42.1%	87.5%	68.0%
9755 - Emmaus Catholic School	0.0%	0.0%	0.0%	4.0%
379 - Reynella Primary School	0.0%	1.8%	0.0%	8.0%

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

Generally, most of our children attend Flagstaff Hill Primary School or Craighburn however due to lower numbers in our Zone, some children attend further afield with many of our Speech and Language Program children who attend from further afield, going back to their local schools. Children also go to Aberfoyle Park Primary School, Coromandel Valley Primary School, Belair Primary School, Reynella Primary School and Emmaus at Woodcroft.

## Family opinion survey summary

All teachers are fantastic and are very interested in my child and his learning. They clearly enjoy what they do in educating young children. F.O.K is excellent, and I am very glad we send our child there. My child has blossomed in many ways since the start of this year and much of this growth is due to the support and teaching at F.O.K. The teachings are inclusive of all learning levels, which has allowed my child to learn faster. The quality of learning and learning has been of a very high standard all through the year. Our daughter has thrived this year and its due to her teacher's enthusiasm for what they teach, how they have followed on her interests, the planned incursions and excursions. I can see that they have supported her in areas of her development and learning that she needed extra support with. This year has clearly taken that next step in her learning and development. I am constantly surprised by what she tells me which can only be thanks to this amazing Kindy program and teachers. We have enjoyed the learning stories which have enabled us to know what is happening at kindy. It's so great to be able to discuss with our daughter what she is learning and doing. We have always been informed/provided feedback when required. The teachers and director always make themselves available to discuss concerns we may have, and we find them very supportive. Communication between teachers and family is great. There is never a 'Too busy' moment. I am very well informed about my child learning and development. Communication lines are always open. I am always aware of what is learning about and what is happening/ coming up with regular newsletters. I am very happy with how friendly and inviting everything is. It makes for a comfortable and trusting environment. Everyone is able to have a say, even privately through emails and feedback forms. I have been thrilled with the supports and guidance provided to my son. Our child has enjoyed Kindy this year, has a sense of belonging and has thrived on all learning aspects. Through support, my child has improved his ability to accept new situation and topics to learn. New routines were set in place to help with learning and to help understand what is accepted behaviour. The teachers are very supportive of my child. All of the teachers, activities and experiences have given my child the best foundation to begin school next year. Has loved every minute and we have loved watching her knowledge and confidence grow.

## Relevant history screening

All Department for Education staff are involved in Criminal History Screening processes before being able to work on site.

All new staff produce a copy of their clearance before being able to work on site.

Volunteers are required to obtain a Criminal History Clearance in line with Department for Education Policies.

Governing Council members are involved in RAN training at the beginning of the year online and if spending time with the children on site, are also required to have a Criminal History Screening.

Evidence of individual screenings are located in the filing cabinet for future reference.

## Financial statement

Funding Source	Amount
Grants: State	\$498,923
Grants: Commonwealth	\$0
Parent Contributions	\$36,676
Other	\$3,656

## 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 year we purchased resources to support our strengthening phonological awareness program to improve outcomes for all children. All teachers engaged with the Heggerty program after being screened in term 1. Learning was also scaffolded through our play based curriculum and then children were re screened at the end of term 3. Teachers focused on Number sense this year building all aspect of number to build a strong foundation for all children.	Data indicates growth for all children in both phonological awareness and number sense with improved outcomes indicating that what we are doing is making a difference. These results have been passed on to families and respective schools to be followed up in the years to come to track development.
Inclusive Education Support Program	This year 5 children received support for speech and language and diagnosed and undiagnosed disabilities. This was done through our Early Childhood Worker, guided by specialist services. Our Speech and Language program started with 4 out of a possible 7 positions and increased to 5 by the end of term 1. This year, after many years of trying, we have been able to employ an Aboriginal Artist who has been instrumental in working with us to develop our knowledge around Aboriginal perspectives. He has worked with our children to embed practices into our site.	All children have shown growth as is evidenced through individual learning goals, One Plans and exiting from the speech pathology services. Information is then passed on to respective schools. for those children needing follow up and continued support. Our Aboriginal children have been involved in all of these experiences and are continuing to build an understanding and sense of identity. We will continue this focus into the future for as long as we have the funds to maintain it. We have a culture for new knowledge and a curiosity towards learning.
Improved outcomes for non-English speaking children who received bilingual support	N/A this year.	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.