



2024 annual report to the Community

Flagstaff Oval Kindergarten



Flagstaff Oval Kindergarten number: 3630

Partnership: South Valley

Preschool director:

Meegan Barron

A handwritten signature of Meegan Barron.

Date of
endorsement:

01/04/2025



Government
of South Australia
Department for Education

Context Statement

At Flagstaff Oval Kindergarten, children are grouped into two groups named using the local Kurna language: Kuula meaning koala and Kurraka meaning magpie. Each group access two full days a week with an additional half day per fortnight on alternate Friday mornings to ensure each child has access to 30 hours preschool education over a two-week period. We have a specialised Speech and Language program for children with specific speech and language needs which is inclusive and fully integrated. This operates within the Kurraka group on Tuesday/Thursday and alternate Friday mornings.

We are located on a quiet Children participate in morning exercises on the oval and often enjoy a bushwalk through the reserve. Our play environment is consistent with the bushland setting with lots of natural play spaces for children to explore.

We have a large car park located behind the kindergarten for ease of access which includes a designated disability parking bay.

Playgroup operates each Friday of term from 12 until 1.30pm with a designated Early Childhood Worker facilitating the program. Transition into our kindergarten begins the term prior to entry and operates alongside playgroup. This is a valuable opportunity for children and families to build connections and a sense of belonging with our community prior to starting full time Kindy.

Our priorities are building a strong foundation in literacy and numeracy skills, self-regulation and Aboriginal/First Nations cultures through a play-based curriculum.

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

Directors Report.

Staff reflected upon our children and community using data from the previous year and the areas of impact in the Departments Improvement strategy. Staff decided, with the support of Governing Council, that a focus on metacognition would support our philosophy around developing children's life skills, competencies and learning dispositions while supporting children to be confident, resilient, creative thinkers and social learners who are empowered to direct and evaluate their own learning.

- **Our goal:** was to improve children's use of metacognition through the language of learning.

Our challenge of practice was that if we improve children's metacognition skills through language, children will develop an understand of how they learn across all curriculum areas.

Our success criteria was that children would use strategies involved in metacognition to demonstrate an understanding of how they learn and a sense of agency in their learning. Evidence of language through recordings and individual children's documentations and reflections of metacognition processes. This was linked with curriculum areas ie numeracy as evidence of impact on specific areas of development.

Outcomes: Educators have developed a deeper knowledge and understanding around the concept of metacognition and the processes involved. We have an increased use of language generally to support the use of metacognition with children. Children are more aware of and use the language to support their own learning across all curriculum areas.

- **Our Goal:** Improve Phonological Awareness outcomes for all children using the Heggerty program through a play based curriculum.

Our Challenge: All children were screened for phonological awareness in their first term. As a whole site we worked through the program while adapting, modifying, and scaffolding it to ensure all children developed the concepts. We integrated the concepts through our play-based curriculum and then did a final screener in their last term before entering school.

Outcome: All children showed considerable growth across all areas of phonological awareness from their baseline score to the final score. Each family was given a copy of their child's growth over the year and information was collated and passed on to the respective schools.

- **Our Goal:** Children will demonstrate a deeper understanding of number sense.

Our Challenge of practice: If we engage all children in explicit numeracy experiences, then children will develop a deeper understanding of number sense.

Our Success criteria: Children will be observed using their understanding of the different aspects of number independently through their play. Data collected will indicate 100% of children will have shown improvement across all aspects of number.

Outcomes: Our data results indicate that each child showed growth across the year. Some children showed considerable improvement across all areas, others demonstrated steady growth. The individual results have been passed on to the relevant

feeder schools to show where children are at currently in relation to their understanding of number. Families received a copy of their child's growth throughout the year.

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

Our challenge of practice: If we support children to identify and understand their sensory, emotional, and physical needs while teaching strategies to support them, children will strengthen their ability to understand and manage their own behaviours and reactions to partake in their learning environment.

Our 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.

Outcomes: Educators engaged with the Behaviour support team and built on their understanding of Zones of Regulation training, to develop strategies to support all children. Based on observations of individual children and data collected throughout the year. Each child showed growth in their own ability to self-regulate and as a result effectively engage in their learning environment. Many children were able to verbalise their emotions to support themselves and others through a variety of different strategies.

➤ **Our Goal:** Continue to build on our understanding and connections to Aboriginal/First Nations cultures.

Our Success criteria: Educators have increased their repertoire of Kaurna words and confidence to use Kaurna language with children after engaging in staff training. Children are continuing to display an interest in Aboriginal cultures and language and are using the language often asking how to write Kaurna words. Children are starting to challenge educators for more information which is wonderful to see. Our Reconciliation plan continues to be a work in progress, and we continue to make attempts to have more authentic input into our learning environment. We were again supported by our Aboriginal/First Nations artist who guides us and continues to build our knowledge and understanding through experience and genuine respect.

Governing Council Report

As 2024 comes to a close, it's a great time to reflect on what's been a busy and productive year for Flagstaff Oval Kindergarten. Despite being a small Governing Council, we've achieved a lot and created many fun and memorable events that have strengthened our kindy community and enriched the children's experiences.

The year began with a 'Meet and Greet', where families brought a plate to share, a great way to build connections right from the start. The Easter Hat Parade and Easter raffle followed, with generous donations from families and local businesses allowing us to create an impressive nine first prize hampers! It was a fun and rewarding event that showcased the generosity of our community. Pyjama day brought joy to the children (and let's be honest, probably to the parents who got a morning off from dressing battles!)

One of the highlights this year was the neon disco, which was not only a bit with the kids but also a creative way to celebrate and bid farewell our mid-year school leavers. It was such a fun and special way to mark their time at kindy. As the second half of the year unfolded, we welcomed new children into our kindy community. It was great to see older children from the beginning of the year grow into leaders, helping the new children settle into kindy life. In August we held the Bunnings BBQ, which despite a hailstorm interruption, was still a success. It was a great demonstration of our kindy community's teamwork. Other fundraising events included the second hand book stall during Book Week, the Obstacle-a-thon, a favourite amongst the children, as well as the Kindy tea towels and wine fundraiser.

Beyond fundraisers, there were so many enriching activities for the children. Highlights included a week with chickens and multiple visits from First Nation Artist and musician, David Booth, who ran workshops including jewellery making, face painting and damper cooking.

One of the things that makes our kindy special is the active involvement of families. Thank you to everyone who has shared their professions, cooked, crafted, or read with the children, helping to create meaningful and memorable experiences that will have a lasting impact.

This has been a year of connection, growth and fun. It's been a privilege to witness the children flourish in such a nurturing environment. As we look ahead to 2025, I am confident these children will continue to thrive, carrying with them the best possible foundation for their school journey and, hopefully, a lifelong love for learning through play.

Finally, I want to say a thank you to our amazing educators who have poured so much heart into making this year so special.

To anyone else considering joining the Governing Council next year, I wholeheartedly encourage you to get involved. It's a great way to stay connected, understand what's happening at kindy, and feel more involved in your child's early education journey.

Thank you for the opportunity to serve as chairperson this year. It's been a privilege to be part of such a supportive and engaged community.

Here's to another wonderful year ahead and Flagstaff Oval Kindergarten.

Preschool Attendance

	Term 1	Term 2	Term 3	Term 4
2021 centre	90.7%	88.5%	92.7%	93.4%
2022 centre	87.5%	84.7%	85%	82.8%
2023 centre	91.1%	92.3%	85.8%	79.7%
2024 centre	94.6%		88.9%	

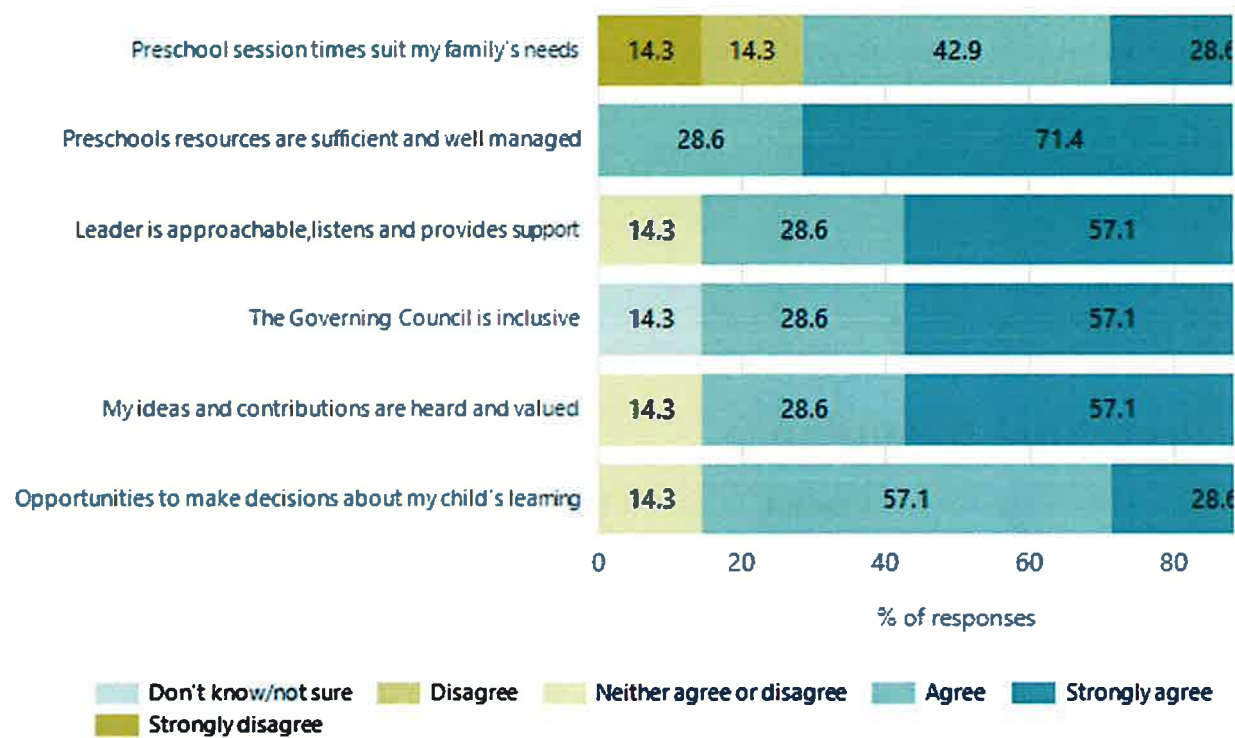
Based on attendances recorded in the two-week reference period each term. Data for eligible enrolments as described in the department's Enrolment policy. Attendance rates may differ to previous reporting with the transfer from calculations based on deemed attendance to actual attendance using booked 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.

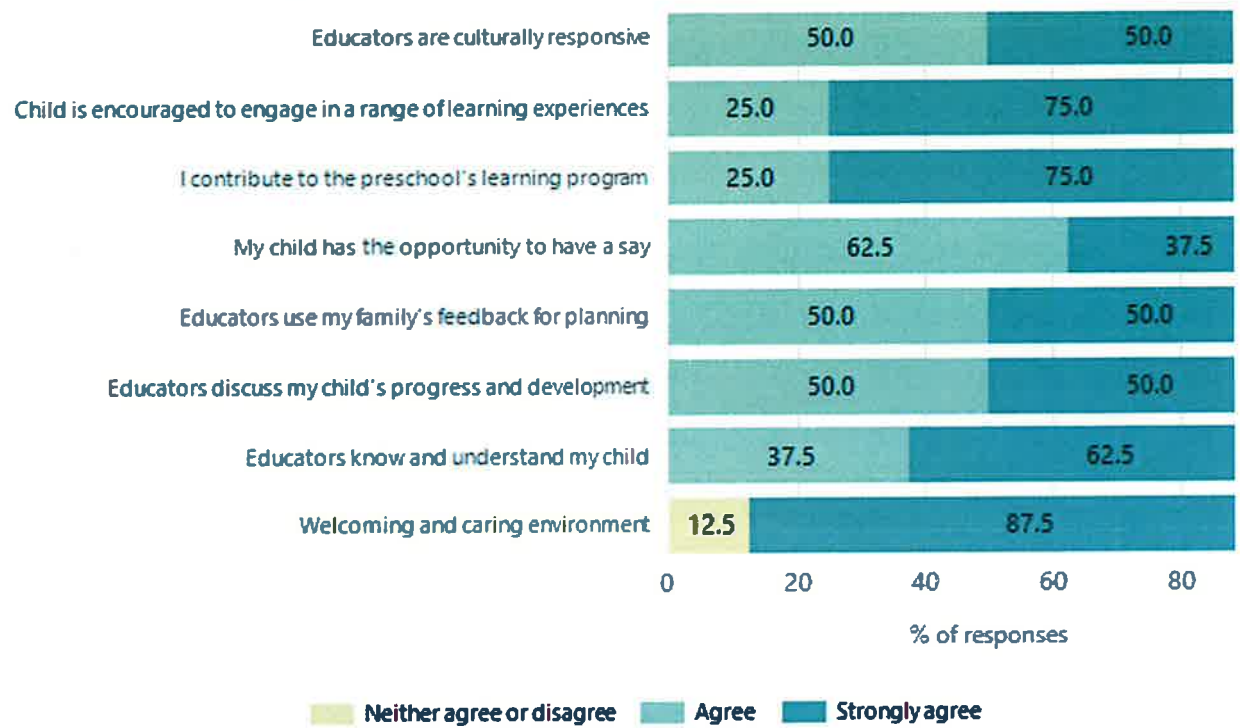
Preschool Family Opinion Survey

Governance, Leadership and Management



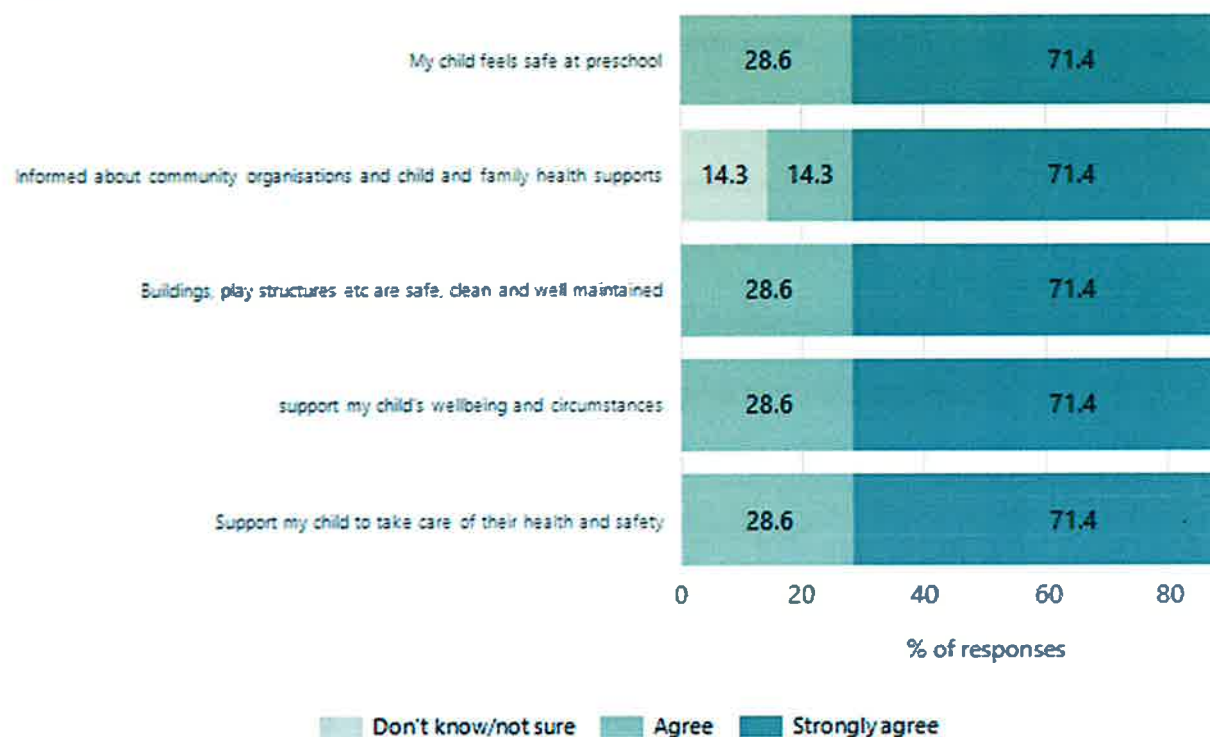
Data Source: 2024 Department for Education Preschool Family Opinions Survey, Term 3 2024.

Quality of Teaching and Learning



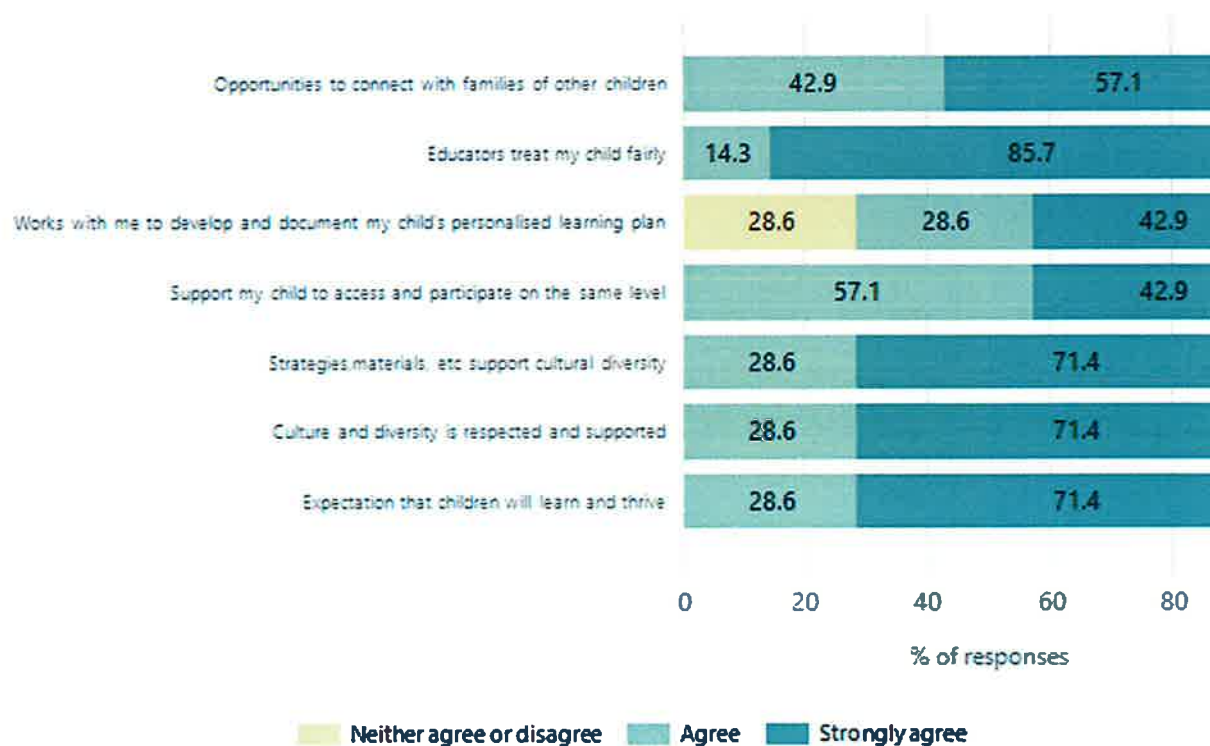
Data Source: 2024 Department for Education Preschool Family Opinions Survey, Term 3 2024.

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
0104 - Coromandel Valley Primary School	7.4%	4.8%	3.1%
0379 - Reynella Primary School	3.7%		
0565 - Blackwood Primary School		3.2%	
1226 - Craighburn Primary School	31.5%	34.9%	50.0%
9074 - Stella Maris Parish School		3.2%	3.1%
9999 - Unknown	53.7%	47.6%	37.5%

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.

Due to a glitch in the system, the Department for Education are unable to provide data for children going to Flagstaff Hill Primary School.

Due to a glitch in the data system, data for Flagstaff Hill Primary School is unavailable. Approximately half of our children attend Flagstaff Hill Primary school and is one of our main feeder schools along with Craighburn Primary School.

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	3

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	3.7	0.0	1.1
Persons	0.0	5.0	0.0	2.0

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	\$489,273.41
Grants: Commonwealth	Nil
Parent Contributions	\$33,671.00
Fund Raising	\$3,843.59
Other	12,001.06

Data Source: School supplied data.

