



Strathalbyn Kindergarten 2019 annual report to the community



Government
of South Australia
Department for Education

Strathalbyn Kindergarten number: 3688

Partnership: Fleurieu

Name of preschool director:

Susan Sandow

Name of preschool management committee chair:

Samantha Melville

Date of endorsement:

5/3/2020

Context and highlights

Strathalbyn Kindergarten and Outreach is a Department for Education (DfE) kindergarten located on the Fleurieu Peninsula in South Australia. Operating from two sites, one located at Coronation Road in Strathalbyn and the other co-located at the Strathalbyn Children's Centre on Burkett Drive. The kindergartens are located in an expanding rural town with a diverse socioeconomic status and large outlying community.

Many children access the kindergarten from outlying towns via bus or by being transported by their families from nearby communities within our catchment area.

The centre has two groups of children at Coronation Road and one group at Burkett Drive. The capacity at the Coronation Rd site is 45 children. The capacity at Burkett Dr site is 30 children. Children attend two full days Monday to Thursday (8:30am - 3:00pm) and a half day on alternate Fridays. An Occasional Care service operates from the Coronation Road site two and a half days per week. This service provides emergency care for children aged two to four years of age and is a very popular service within our local community.

The Peramangk and Ngarrindjeri people are the traditional custodians of the land on which the kindergarten children come from. There is a long history of community involvement at Strathalbyn Kindergarten. This history of strong community involvement continues today with educator and community collaboration to ensure that traditional Indigenous ways of learning are embedded in the culture of the sites. Strathalbyn Kindergarten has a high number of Indigenous children in our community and works hard to create an environment that is welcoming and inclusive of every child.

Strathalbyn Kindergarten is part of the Fleurieu and Kangaroo Island Partnership and children transition from our Kindergarten to Eastern Fleurieu School in Strathalbyn, Milang, Langhorne Creek, and Ashbourne Primary School.

The unique components of Strathalbyn Kindergarten include bus travel which creates opportunities to travel with varied age groupings including high school aged peers, occasional care and childcare operating at both sites, creating differentiated age groupings. This makes our Kindergarten a unique site that is full of complex and wonderful learning opportunities for children and to spend their days in social situations that allow for unique scaffolding opportunities that would not often be encountered in many traditional settings.

Report from the preschool management committee

In 2019 we welcomed our new director Susan. It has been a great year having Susan, both kindergartens look refreshed. We got our new fence around the kindergarten at Coronation Rd and look forward to what the next 4 years will look like at Strathalbyn kindergarten and Outreach, with the yard upgrades at both spaces.

We had a fantastic fund-raiser with the Strathalbyn Antique Fair after being involved in the trash and treasure in 2018. The Kindergarten Kitchen at the town hall was wonderful, we had many local businesses happy to help and families that came and volunteered during the 2 days of the fair. We raised a good amount of money sitting just over \$5000 for the weekend once expenses were deducted.

We had a fantastic governing council committee and thank them for all they did throughout the year.

Quality improvement planning

Quality Improvement Planning for 2019 focussed on three goals that were developed and identified through a process of collecting feedback from the local community, Early Childhood Leader observations and educator self review focussing on quality improvement. The inconsistency in leadership over the past two years had posed quite a challenge to the team who were all keen to have practise embedded in the service.

Educators collaboratively explored exceeding themes around our current planning cycle, and how strengthening practises will improve child and family voice in our service and create a more child centred approach to learning which is embedded across both sites. For the year educators inquired into the cycle of planning and current exceeding themes to include more family collaboration in planning processes. The team engaged in professional development, visiting other sites, exploring exceeding themes collaboratively and studying the planning cycles of high quality sites who have been recognised for their level of commitment to quality planning and collaboration. Educators collected evidence of their work in journals which they shared with other sites.

Developing our understanding of current literacy pedagogy, strategies and knowledge was an important priority for 2019 and correlates to the DfE priority of building expert teachers. Educators will continue to build upon this learning in 2020. Educators have begun to develop a site wide approach to literacy that is appropriate and more effectively builds children's reader and writer identities. New literacy guide books and expert consultants inform our pedagogy where building dispositions of creativity, problem solving and reasoning, questioning and problem posing, observation and noticing, imagining, innovating, responding with wonderment, intellectual risk taking, interdependence and persistence will be outcomes for children. When Educators develop a tool box of very effective literacy strategies that are appropriate in a preschool setting and can clearly articulate the learning processes that children are going through at Kindergarten, they are in a better position to advocate for early childhood pedagogy, improve children's learning dispositions and their overall outcomes.

The third quality improvement priority for 2019 and continuing into 2020, educators have been investigating the pedagogy behind the environment of kindergarten to create a more inclusive, child centred environment that fosters a fluid transition from home to kindergarten. The environment, which sets the scene for the learning and reflects the cultures and beliefs of the community has been updated and improved thoughtfully to offer children a third educator who is dynamic, inspirational, open ended and reflective of their needs and learning styles. Educators visited four other sites that were highly reflective of their environment as part of their pedagogical approach. This inspired educators to collaborate to develop a shared vision based on the new possibilities they had seen. Educators reflected on the needs of the community and the culture that they hoped to inspire and grow and developed their environment accordingly. This work focussed mainly on the Coronation Rd site and will continue to develop in 2020 focussing on the outdoor spaces at both sites and the indoor space at Burkett Dr.

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2016	74	71	70	76
2017	73	76	77	78
2018	93	88	90	92
2019	89	92	95	98

NOTE: The data is based on person counts in the two week reference period each term. Excludes pre-entry.
Source: Preschool data collection, Data Reporting and Analytics directorate.

Enrolment comment

Enrolments continued to increase over the year. This is the highest number of enrolments recorded at the centre. The increase was mostly due to new families moving into the large catchment area of the site.

A waiver was sought for the increasing amount of enrolments.

The Occasional Care service continues to be extremely popular in the local community and provides a wonderful transition into Kindergarten. This high quality service is an extremely positive introduction into the Kindergarten.

Attendance

Year	Term 1	Term 2	Term 3	Term 4
2016 centre	97.7%	98.8%	98.8%	98.5%
2017 centre	92.9%	89.3%	86.6%	90.0%
2018 centre	92.0%	90.7%	86.2%	88.7%
2019 centre	94.5%	92.0%	90.6%	
2016 state	91.1%	89.0%	87.2%	87.5%
2017 state	90.5%	88.2%	85.9%	87.2%
2018 state	90.7%	88.3%	87.0%	87.2%
2019 state	90.3%	87.4%	85.8%	

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.

Attendance comment

Attendance data shows that most children were regular attenders at Kindergarten. Child non attendance was mostly due to general absences or illness.

The large number of children attending preschool by bus meant that often children were non attenders on Fridays where the bus only provided transport one way.

Communication between families and the service was also often poor this meant that many families were unable or did not notify the kindergarten when they were absent. This has been identified in the PQIP and the site is now using Seesaw as a communication app.

Destination schools

Feeder Schools (Site number - Name)	2016	2017	2018	2019
218 - Eastern Fleur Langhorne Creek Campus	11.0%	5.0%	8.0%	5.7%
342 - Eastern Fleurieu Ashbourne Campus	0.0%	3.0%	0.0%	0.0%
262 - Eastern Fleurieu Milang Campus	0.0%	8.0%	0.0%	4.3%
1884 - Eastern Fleurieu R-12 School	84.0%	70.0%	85.0%	84.3%
9046 - St Francis de Sales College	0.0%	3.0%	0.0%	0.0%
8420 - St Mark's Lutheran Primary School	0.0%	3.0%	0.0%	0.0%
8013 - Tyndale Christian Sch - Strathalbyn	0.0%	3.0%	3.0%	0.0%

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.

Source: Data Source: Site Performance Reporting System (SPER), Term 3 2019 collection.

Destination schools comment

As with previous years children access mostly EFS Campus schools, Strathalbyn EFS is the primary destination School, with some families choosing to attend private schools in Strathalbyn (Tyndale) and Mt Barker (St Francis De Sales College and St Marks Lutheran School).

Client opinion summary

Families were offered the opportunity to provide feedback to assist the educators in their Quality Improvement. Most families responded and overall the comments showed that families were happy with the service and the interactions with the educators.

Quality of Teaching and Learning: Most families responded positively to this area, some families indicated that they would like more information about the kindergarten program, their child's development and progress throughout the year and also to have the opportunity to be involved in decision making about their child's learning. The data was confirmed in the team's self review of their current planning process and identified as an area for improvement through the PQIP priorities.

Support of Learning: Most families strongly agreed or agreed that the quality of support at Strathalbyn Kindergarten was high and identified quality interactions between educators and children. Some families indicated that they would like more information to be available about support services in the local community. In response two community notice boards have been purchased to be placed at both sites.

Relationships and Communication: 86% of families strongly agreed that they felt welcome at the Kindergartens, and a further 14% also agreed to this which was very positive feedback for the educator team. Again families commented on wanting to know more about their child's learning and progress throughout the year, which again identified the need for more parent and family voice in the planning cycle.

Leadership and Decision Making: Most families were happy with the Kindergarten's Leadership and Decision Making however some parents identified that they would like to have a greater voice in the decision making at the service. This has been identified in the planning cycle and also as a part of the future self assessment and PQIP review.

Relevant history screening

The site initiated a high number of screenings this year for Governing Council members, volunteers and teachers. The process was rather long winded taking a long time for turn around at the beginning of the year.

The new WWCC proved to be a new hurdle, however all requests were finalised quickly.

Financial statement

	Funding Source	Amount
1.	Grants: State	
2.	Grants: Commonwealth	
3.	Parent Contributions	\$39,680.00
4.	Other	

2019 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2019 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	Grant money was used to employ consultants to work with the educator team to improve teacher knowledge with the goal of becoming expert teachers. This goal was an important PQIP priority and continues to be in 2020.	Educators attended two professional learning days and collaborated with Mt Compass Kindergarten to form a reflective team of learners.
Improved ECD and parenting outcomes (children's centres only)		
Improved outcomes for children with disabilities	Support was applied for and provided for a large number of children. Children accessed speech support and special educator support throughout the year across both sites. Support was also provided to staff for developing regulation strategies, and social skill development while working with children.	Staff attended Berry Street professional learning and OT Strategies with the staff from Occupational Therapy for Children. One Plan sup
Improved outcomes for non-English speaking children who received bilingual support	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.