

2023 annual report to the Community

Agnes Goode Kindergarten Inc

Agnes Goode Kindergarten Inc number: 4601

Partnership: Morialta



Preschool director:

Dani Adams

D Adams

Date of endorsement:

12/02/2024



Context Statement

Agnes Goode Kindergarten is located in Stepney, 5km from the GPO. We are a full-time kindergarten with a capacity for 44 children over the week. In 2023, our capacity was increased to 55 children to support the introduction of the mid-year intake. Our families come from a diverse range of social, cultural, and economic backgrounds. We have two groups that attend over the week, our Red Group, attends Monday, Tuesday (full days) and alternate Friday mornings and our Yellow group, attends Wednesday, Thursday (full days) and alternate Friday afternoons. A proportion of children enrolled after the year had commenced. Children also received support through the Bilingual Support Program and the inclusive education support program.

Agnes Goode Kindergarten also offers an integrated Occasional Care program, catering for children younger than eligible Kindergarten age, on Tuesday mornings, Wednesdays, and Friday mornings (offering under and over 2 sessions). The director role was shared in term one between Tahlia Gibney (0.5) and Dani Adams (0.5). From term 2 Dani took on the full time Director role and was appointed as Director in July for a 4 ½ year term. All other staff are employed on a part time basis, job sharing. This includes two Teachers, three ECW's for the Kindergarten program, three Occasional Care ECW's, preschool support staff, and several bilingual assistants throughout the year.

The kindergarten has a strong focus on play-based learning and developing children's learning using meaningful, child-led moments balanced with intentional teaching. The environment offers an atmosphere of respect and positivity where every learner's strengths are acknowledged and areas for growth supported. The kindergarten provides time for learners to be kind, curious, committed, courageous, and proactive.

Directors worked closely with Governing Council members to improve the facilities and operations of the kindergarten. Bark chips were replaced, and a maintenance program commenced. We also went through the process of reviewing our philosophy statement, ensuring we had feedback from all stakeholders.

We value family participation and this year we have been fortunate to have high numbers of regular volunteers for our local walks, helping in our garden, and repairing and cleaning resources and equipment. One of our highlights was a family sharing their drumming skills and songs in their home language, making connections between kindergarten and home cultures.

Highlights from 2023 include upgrades to the outdoor area, introduction of local walks, stay and play sessions and special friends'/grandparents' day. Incursions for the year included the RSPCA, Gaye the garden girl, and the scientific bubble show. We celebrated the end of the year with a family gathering which was attended by nearly all families.

Governing Council report

This report aims to provide a comprehensive overview of the initiatives and activities implemented at Agnes Goode Kindergarten in 2023, focusing on the introduction of local walks to the playground, an RSPCA donation drive and incursion, upgrading outdoor spaces, end-of-year celebration, Grandparents and Special Friends Day, Stay and Play sessions, establishing a welcome garden, working bee, and the increase in parent support and engagement.

Local Walks to the Playground: In an effort to promote outdoor exploration and physical activity, local walks were introduced as part of the kindergarten routine.

RSPCA Incursion and Donation Drives: The kindergarten hosted an RSPCA incursion, educating children about animal welfare. Concurrently, donation drives were organized to support the RSPCA's mission. This initiative not only instilled compassion in the children but also fostered a sense of community responsibility.

Upgrading Outdoor Spaces: To create a safer and more stimulating outdoor environment, the bark chips were replaced, and a maintenance program was established to ensure the upkeep of all woodwork. These upgrades contribute to the overall well-being and enjoyment of the children during outdoor play.

End of Year Celebration: After a hiatus due to COVID, an end-of-year celebration for families was reinstated. This event provided a platform for families to come together, celebrate their children's achievements, and strengthen the sense of community within the kindergarten.

Grandparents and Special Friends Day: The inclusion of Grandparents and Special Friends Day allowed for intergenerational connections, fostering a supportive community network. This event provided an opportunity for families to engage with their child's education experience.

Stay and Play Sessions: Regular Stay and Play sessions were implemented to encourage parent participation in their child's learning environment. These sessions facilitated stronger bonds between parents and children and increased understanding of the educational activities undertaken at the kindergarten.

Establishing a Welcome Garden: A Welcome Garden, incorporating parent and child input, including bush tucker plants and those supporting biodiversity, was established. This collaborative effort not only beautifies the surroundings but also encourages a sense of ownership and belonging among families.

Working Bee - Term 4: A Term 4 working bee brought together parents, staff, and community members to maintain and enhance the kindergarten facilities. This collective effort reinforces the community spirit and ensures a well-maintained environment for the children.

Increase in Parent Support and Engagement: Throughout the year, there was a noticeable increase in parent support and engagement compared to previous years. Parents actively participated in various activities such as planting trees, working bees, library assistance, garden and pet care during holidays, resource maintenance, cleaning, excursion support, library organization, and volunteering for the governing council.

Directorship Transition: It is noteworthy that the position of Director was advertised during the year, resulting in the appointment of Ms Dani Adams as the Director for the next 4.5 years. This transition is expected to bring continuity and fresh perspectives to the kindergarten's leadership.

Progress on Children's Self-Regulation: Aligned with the improvement goal focusing on children's self-regulation, growth mindset, resilience, and willingness to participate in new experiences, progress was made. Strategies employed included:

- purchasing equipment to support children's regulation, including a spinning chair and rocking chairs.
- using visual aids through the site, and the use of illustrated 'play plans' that allowed children to make collaborative choices about their day.
- engaging behavioural specialists from the Department for Education in order to inform and continue to progress in this area of development for the site.
- providing regular updates to parents and governing council members through director's reports. These efforts aimed to foster positive behavioural and emotional development in the children.

In conclusion, the past year has been marked by a series of successful initiatives, fostering a sense of community, enhancing the learning environment, and promoting the well-being and development of the children. The ongoing commitment from parents, staff, and the community ensures the continued success of the kindergarten's mission.



Katie White
Chairperson

Preschool Attendance

	Term 1	Term 2	Term 3	Term 4
2020 centre	82.8%	71.7%	89.8%	92.3%
2021 centre	90.7%	91.4%	88.5%	94.8%
2022 centre	92.5%	81.9%	75%	83.8%
2023 centre	86.7%	85%	80.4%	84.5%
2020 state	89.1%	81.8%	84.6%	85.8%
2021 state	87.3%	85.3%	87.1%	84.5%
2022 state	83.6%	77.6%	77.9%	77.8%
2023 state	85.4%	82.9%	83.4%	81.4%

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 2023. A blank cell indicates there were no students enrolled.

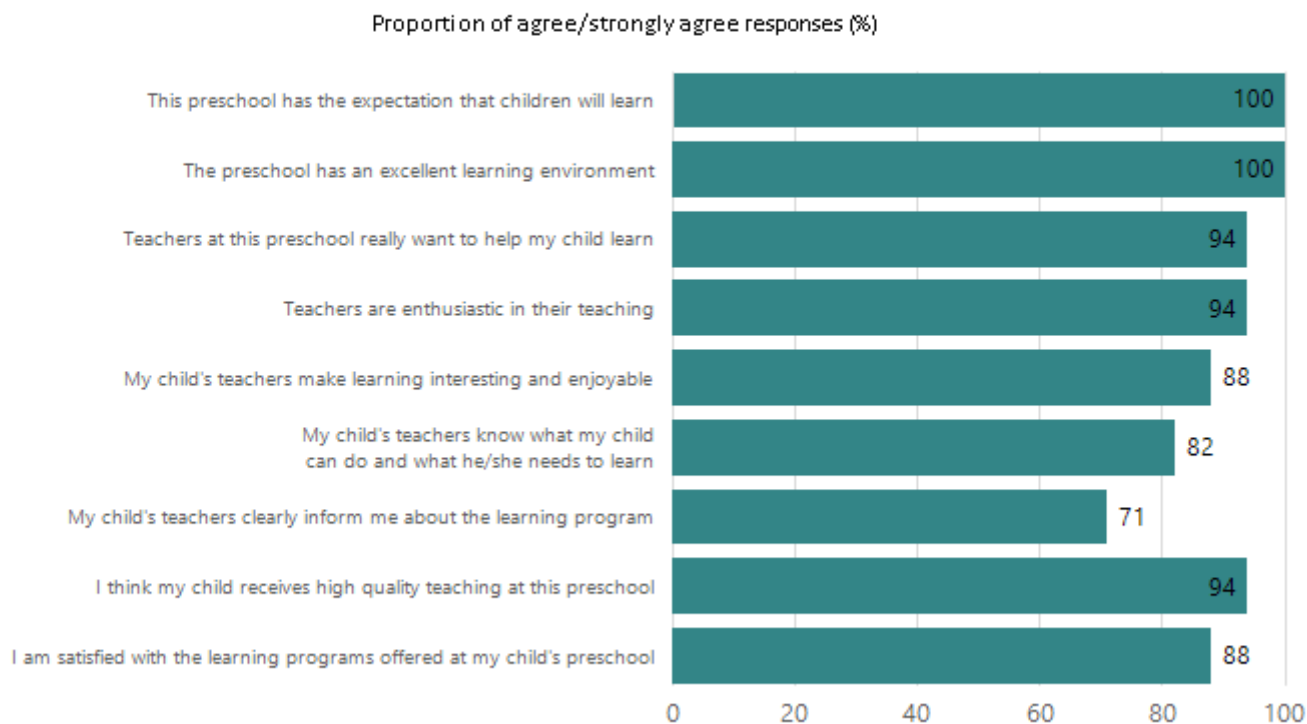
Note: Term 2 2020 data may not be available for all preschools.

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.

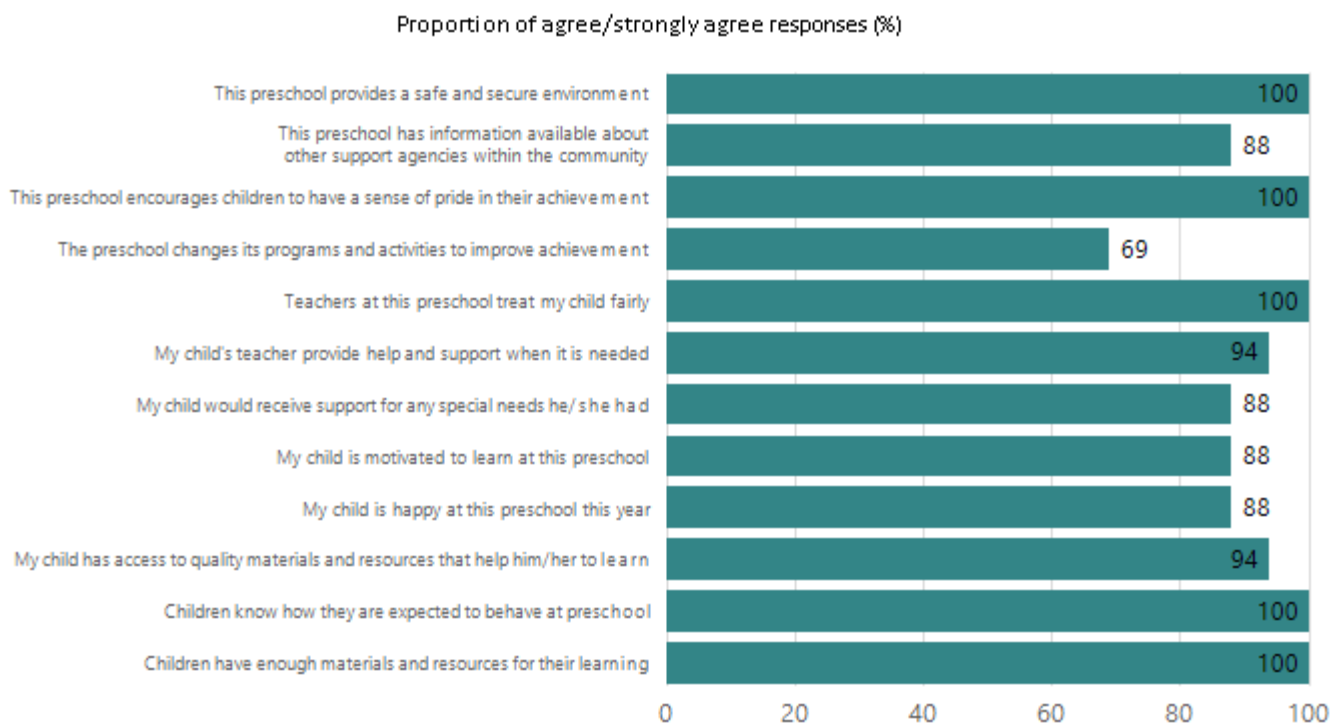
Preschool Family Opinion Survey

Quality of Teaching and Learning



Data Source: 2023 Department for Education Preschool Family Opinions Survey, Term 3 2023.

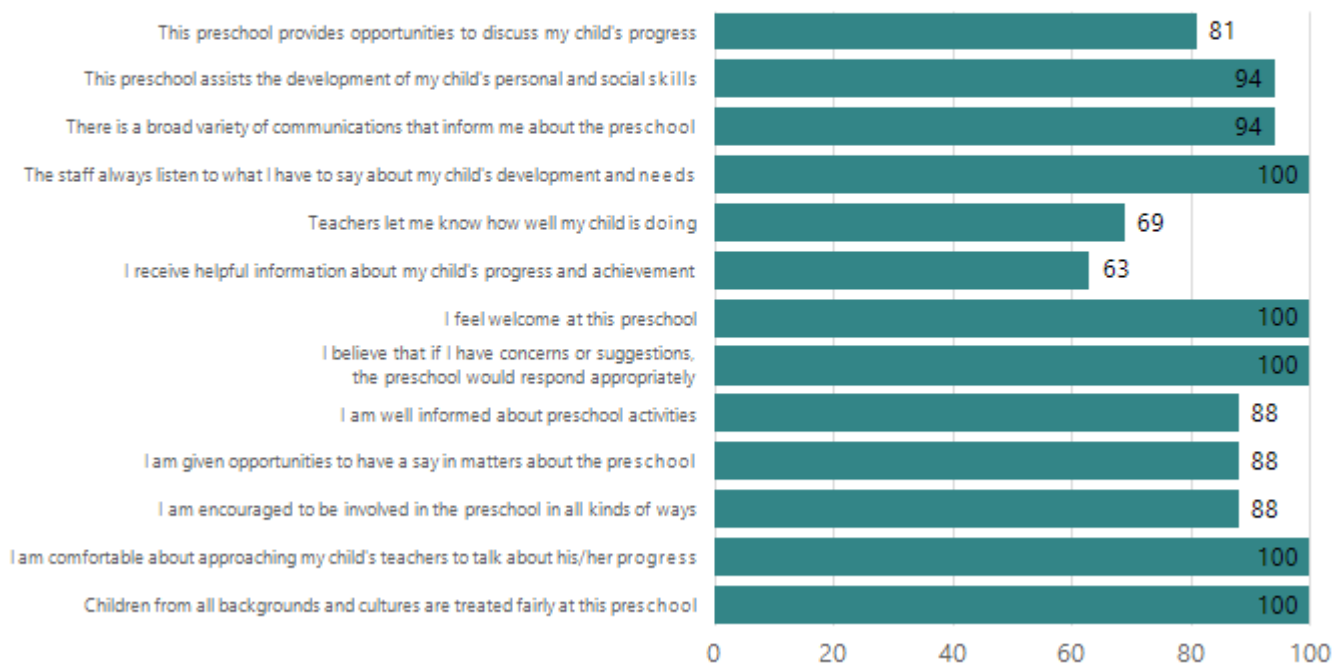
Support of Learning



Data Source: 2023 Department for Education Preschool Family Opinions Survey, Term 3 2023.

Relationships and Communication

Proportion of agree/strongly agree responses (%)



Data Source: 2023 Department for Education Preschool Family Opinions Survey, Term 3 2023.

Leadership and Decision Making

Proportion of agree/strongly agree responses (%)



Data Source: 2023 Department for Education Preschool Family Opinions Survey, Term 3 2023.

Destination Schools

Feeder Schools (Site number - Name)	2021	2022	2023
0131 - Norwood Primary School	14.0%	12.2%	28.0%
0474 - Trinity Gardens School	16.3%		4.0%
1036 - East Adelaide School	30.2%	46.3%	48.0%
9999 - Unknown	32.6%	31.7%	16.0%

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, 2023.

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	3

Data Source: Data extracted from Mandatory Workforce Information Collections as on the last pay date of June 2023. 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	2.9	0.0	0.4
Persons	0.0	4.0	0.0	2.0

Data Source: Data extracted from Mandatory Workforce Information Collection as on the last pay date of June 2023.

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	\$541172
Grants: Commonwealth	Nil
Parent Contributions	\$ 34175
Fund Raising	\$1590
Other	

Data Source: School supplied data.