



Kalangadoo Kindergarten

2022 annual report to the community

Kalangadoo Kindergarten Number: 6516

Partnership: South East Coast & Vines

Signature

Preschool director:

Miss Jess Kipping

Governing council chair:

Sharmaine Gill

Date of endorsement:

14 March 2023



Government
of South Australia

Department for Education

Context and highlights

Kalangadoo Kindergarten had a successful 2022 preschool year. It saw consistency in leadership and staffing, which provided continuity for the children and their families in Kalangadoo. Kalangadoo Kindergarten reintroduced a Playgroup session on Thursday morning's 9am-10:30am. This was a great introduction to the Kalangadoo and surrounding communities and also saw our programs receive several new enrolments due to this. Our preschool hours were changed to support having collaborative staff time weekly on Wednesday afternoons and to continue our partnered education exchange program with Glencoe Kindergarten. Our preschool hours changed to Tuesday's 9am-3pm, Wednesday's 9am-12pm and Thursday's 9am-3pm. The governing council also supported the change of having our 3 year old Kickstart program changed to a Tuesday and to make this a full day from Term 1 being 9am-3pm to encourage more opportunities for socialization at the preschool.

Over the year we had a large community focus. This saw the kindergarten engage with Janeen, the local hairdresser for crazy hair day, the hotel where we had several visits and had a shared lunch together. We were also very fortunate to receive a \$500 donation to Collin's Bookshop from the Lions Club and Hotel. We visited Kerry's shop and had lunch orders, post office visits to Krieger's and many opportunities to engage with Kalangadoo Primary School. We also engaged with our wider community by having weekly visits to Glencoe Kindergarten. This was implemented for our preschool children to have opportunities to engage with a larger cohort of children their age for socialisation. This however had to stop due to increasing numbers in our kindergarten.

Our preschool children demonstrated growth towards our site improvement goal of improving their ability to use language. Educators fostered this growth through the use of bookmaking, story tables and intentional teaching during group meetings. We tapped into the children's interest and at the end of the year our preschool children were confident users of rhyme and being able to identify syllables in words. They also become strong and competent story tellers who transferred this into bookmaking and saw themselves as a writer.

We began to update facilities for our site with beginning to use our preschool grant to apply signage to the outside of our building and purchase new furniture for our space.

Governing council report

2022 has been quite a productive year, cleaning out and replacing old and unused books, furniture and toys.

Making room for new things allowing the children to really focus on their interests. Imaginative play was something the children were very interested in this year, with the toy kitchen and doctors surgery being their favourites.

This year we were able to get out and be involved in our community, which included things like; Crazy Hair day with Janeen the local hair dresser, lunch orders from the shop, lunch at the hotel, trips to the post office and walks around town.

Weekly trips to the Glencoe Kindergarten were enjoyed and beneficial as we only had two children in kindergarten and they were able to become more confident out of their own space and make new friends.

We are happy to be able to keep some continuity with staffing having Jess, Kelly and Amanda for the year and continuing on for this year also. We always appreciate the hard work, effort and passion from all of them.

Along with having a few setbacks, children missing a number of days due to sickness being one and a few issues with maintenance still being resolved.

Overall 2022 has been a successful year and we hope that 2023 will be another great year.

Preschool quality improvement planning

Our sites PQIP goal for the 2022 year was for children to improve their ability to use language. Educators supported children with intentionally teaching and having a strong focus on vocabulary, syllables, rhyme, and complex sentences. Educators worked with the departments speech pathologist to explore the unpicking the book and vocabulary resources. Over the year children made extensive growth towards their engagement and confidence to reading, speaking and writing. Children have developed the want to engage with bookmaking, mark making and are consistently engaging with phonological awareness through their day. Educators from Kalangadoo Kindergarten attended the Music Education Strategy training and the Orbis Preschool Literacy training to extend their own knowledge to better inform their practice and implement to children and their learning.

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	8	11	13	14
2020	10	7	13	13
2021	4	4	5	5
2022	2	2	6	7

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	81.3%	97.4%	84.4%	89.4%
2020 centre	97.4%	74.3%	88.0%	96.0%
2021 centre	90.0%	100.0%	80.0%	80.0%
2022 centre	100.0%	60.0%	71.4%	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

Attendance fluctuated for our preschool children this year and the main reason was due to illness. Our preschool children suffered many different illnesses throughout the year causing them to have several days off each. The center has established great relationships with families allowing educators to keep contact with families when their children are absent. This communication is done through via a phone call or Seesaw message.

Destination schools

Feeder Schools (Site number - Name)	2019	2020	2021	2022
197 - Kalangadoo Primary School	84.6%	100.0%	80.0%	100.0%

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

100% (our 2 preschool children) will transition to Kalangadoo Primary School for 2023.

Family opinion survey summary

Our two families did not complete the parent opinion survey. This was provided to families in the newsletter and via a Seesaw link.

Relevant history screening

All staff and volunteers at Kalangadoo Kindergarten have the required relevant history screening.

Financial statement

Funding Source	Amount
Grants: State	\$213,359
Grants: Commonwealth	\$0
Parent Contributions	\$2,614
Other	\$500

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	Staff engagement with the local Birth-3 Network. Staff attending professional development training including Music Education Strategy and Preschool Literacy Orbis Program Staff engaged with the departments Speech Pathologists.	Attending these professional development days allowed staff to improve their content knowledge and become more intentional with the program being planned for. This had an impact on children's learning and saw their language skills extensively grow throughout the year.
Inclusive Education Support Program	N/A	N/A
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.