



Crystal Brook Kindergarten

2021 annual report to the community

Crystal Brook Kindergarten Number: 6613

Partnership: Upper Mid North

Signature

Preschool director:

Mrs Karena Wilson

Governing council chair:

Simone Hall

Date of endorsement:

10 March 2022



Government
of South Australia
Department for Education

Context and highlights

Crystal Brook Kindergarten is a stand-alone preschool, co-located next to Crystal Brook Primary School with approximately 160 enrolments. Crystal Brook is a rural town in the Port Pirie Regional Council area. The town is located 29 kilometres from Port Pirie and takes about 20 minutes by car. The catchment area encompasses Crystal Brook, Merriton, Narridy and Redhill. Most children attending the centre receive a round one offer as they live within the catchment area. Occasionally children from outside the catchment area will request a place at the kindy. Kindy days are Monday and Tuesday from 8.45am-3.15pm during terms 1-4, and also includes fortnightly Wednesdays from 8.45-3.15pm during terms 2 and 3. Funded Occasional Care runs on Wednesday and Thursday from 8.45-11.45am. The kindy has five staff members, including Preschool Director, Early Childhood Teacher, Early Childhood Educator, and two Early Childhood Educators to cover Occasional Care programs. Early Childhood Educators are also employed to provide preschool support to children and to undertake three hours of site finance. 2021 saw the Kindy celebrate its 20th year at its current location. A fundraiser to purchase a signature engraved brick will become a permanent memento of their family's connection to the site. This fundraiser saw 100 community members purchase a brick. A major upgrade to the building took place in April as a result of the Preschool Maintenance Funding and Facilities Funding in 2020. The building had a new entrance door and window installed across the front of the kindy, roof line extended and enclosed, and new timber decking installed. The decking was replaced using corporate funding. Connection to community remains strong with Bush Kindy and visits to Roseview continuing. A fundraiser, adapted due to covid restrictions, saw children and a family member walk 4.5km from Bowman Park to Crystal Brook as part of the walk-a-thon, raising over \$2600 for the site. Grandparents and Special Friend's Day, Dad's and Special Friends Day were also celebrated during the year. The site focus on developing children's phonological awareness skills in the early years saw an increase in children's ability to produce and match rhymes, syllables and alliteration. TROLL-PA Data was collected in week 6 of each term and used intentionally to support and extend children. Educators have been focussed and explicit about our site goal. Quality teaching practices, critical reflection and use of data has increased outcomes for learners. The site was proud to be recognised as a finalist in the Public Education Awards in 2021 for Community Engagement category.

Governing council report

2021 has been a very productive and rewarding year for Crystal Brook Kindergarten. The new renovations (windows and upgraded deck/verandah area) have been received well and have provided a much more open feel to the kindy building and a much better view of the outdoor learning environment. Governing Council have supported the decision to replace the old paving surrounding the deck with new commemorative paving, with families having the opportunity to purchase a custom paver. There was a lot of interest and a good response from the kindy community regarding this event. The site is currently waiting for contractor confirmation that this project can be completed in January. Bush Kindy was able to run smoothly this year with no Covid interruptions and as always, was a solid favourite with students. The kindy's relationship with Roseview residents remains strong, with the residents and children attending social events outdoors together. Families are required to provide evidence of their child's influenza vaccination and concierge questions and temperature checking for each visit, to allow their child to visit residents face to face inside of the hospital. This has been remarkably supported with 11 children able to engage with Roseview residents inside the aged care facility. Crystal Brook Kindergarten was a finalist in the Public Education Awards in 2021 for their work with the Footpath Project, we are all very proud of our educators and grateful for the acknowledgment they have received. This project still continues and richly involves the founding cohort with year 1 students from CBPS working with kindy students and an engineer from Port Pirie Regional Council to plan for a handrail and design new parking solutions. This will allow more room for both cars and users of the footpath. Transition visits to school were well organised and allowed the children to spend time familiarising themselves with their new setting, supporting children to build friendships with older peers. Last Hurrah at the Breakfast Bar (graduation) was a great event. Feedback received has been that a limit of two adults attending per family felt more relaxed and less crowded. And that some felt it was less overwhelming for their children. This year we awarded two Minister for Education, Volunteering Award for Outstanding Service to Michelle Psaila, for contributions over several years including typography design work, donating materials for children to use and creating other beautiful event props. And to Mark Zed for organising and working with our children to create the 'Precious Finds' sun printing exhibition and ongoing support with grant applications for 2022.

Preschool quality improvement planning

Preschool quality improvement planning has been a strong and consistent focus across the last eight years. A total refurbishment of the outdoor learning environment (OLE) has been achieved in stages by the generous support of families at working bees, and with site funds (raised through fundraising) injecting money into projects of a higher value (such as the fort/slide, climbing ropes, plantings of native plants). The site is extremely proud of what has been created in the OLE and the wonderful benefits it provides to learners and educators on a daily basis. The site is at a maintenance stage now, where only minor works are required to be carried out in the future to enhance the OLE space.

The upgrade to the building in April was the icing on the cake for the site. A vision, that started out as a dream, was realised with the inclusion of large glass windows across the deck area, extending the roof line and enclosing the end verandah. It has provided so much light into the space that creates a seamless transition between indoor and outdoor spaces. The injection of natural light into the building has provided a positive mood outlook as the educators working indoors have a great vantage from indoors looking out. We are very thankful for the funding and work of local contractors to achieve this much anticipated goal for the site.

Educators have increased their understanding of phonological awareness and planning for experiences daily as part of a focussed group time. The quality of teaching practices has enhanced the opportunities for children to engage in whole group and small group instruction to develop their phonological awareness skills. Educators have collected TROLLPA data in week 6 of each term and collated this on a spreadsheet. This data has helped educators to formulate a learning goal specific to their children's needs. This goal changes across the year as children become more proficient areas of their phonological awareness development.

By the end of term 4 - 11 children were scored as consolidating (score 30-26), 6 children scored as progressing (score between 21-29), 1 scored as developing (score between 12-20) and 1 child as emerging (score between 1-11). 11 children scored over 35 and above. Children who scored as developing and emerging are 3 year old enrolments who have started 12 hours of eligible preschool.

Through critically reflecting on ways to improve children's phonological awareness in the early years, educators identified the need to better use pedagogical documentation as a formative assessment tool. Making educator thinking visible in documentation is an area that continually challenges us. The site is grateful for the opportunity to work with Jo and Jules, Project Officers, Early Years Curriculum Support, Curriculum and Learning who challenge educators to reflect deeper, analyse practices through dialogue. Educators feel challenged and inspired to continually improve practices to better support learning outcomes for children. Intentionally planning for and supporting children to develop phonological awareness skills in the early years has become embedded as part of site practices through a strong and informed focus over the last two years. The site is moving towards supporting children with early writing skills, which has emerged through the rich dialogue gained when sitting alongside children, as educators support them to engage in conversations and building on their oral language through their drawings. Their phonemic skills are evident in these rich conversations shared.

Enrolment

	Enrolment by Term			
Year	Term 1	Term 2	Term 3	Term 4
2018	27	30	32	29
2019	26	28	28	29
2020	26	N/A	27	26
2021	22	24	25	27

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
2018 centre	90.9%	82.1%	90.0%	93.4%
2019 centre	93.2%	87.3%	91.9%	89.5%
2020 centre	97.2%		91.7%	90.5%
2021 centre	94.1%	78.4%	71.2%	99%
2018 state	90.8%	88.4%	88.0%	88.2%
2019 state	90.8%	88.2%	86.9%	87.6%
2020 state	89.8%	73.0%	86.3%	87.0%
2021 state	88.6%	86.5%	88.4%	85.0%

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

This year our data showed we were significantly lower than the state average during terms 2 and 3, and higher in term 1. Absences are largely due to illness or family holidays.

Attendance is not a true reflection this year, as we transitioned to the EMS system and some children's enrolments could not be back dated to when they started at the site.

Overall attendance across the year was still average. There was a family who was transient between states and caught with border closures. Families were also very vigilant with sickness, keeping their child at home with runny noses, coughs and colds which is what is encouraged. Attendance of some of our three year olds is less than what would be expected and by families without a car. We will continue to support families with attendance throughout the year.

Children's attendance has not been communicated with families at the end of term, like other years, because of the inaccurate reflection of data. As a whole Kindy group, our average yearly attendance was 88.96% which falls short of the Department's target but can be accounted for when reflecting on the data, and given the times of sickness presented throughout the year.

Destination schools

Feeder Schools (Site number - Name)	2018	2019	2020	2021
111 - Crystal Brook Primary School	96.0%	96.4%	100.0%	95.8%
9027 - St Joseph's Parish School	0.0%	0.0%	0.0%	4.2%

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 2021 collection.

Destination schools comment

Of the 18 pre-schoolers transitioning to junior primary in 2022, 15 children are attending Crystal Brook Primary School and 1 child is enrolled at St Josephs Parish School at Gladstone, 1 child is attending St Marks College in Port Pirie and 1 child is relocating to a station and will commence learning through Port Augusta School of the Air. 83% of children are enrolled in the public education system in 2022, 11% enrolled in the private education system.

All children, irrespective of where they were attending their primary schooling were involved in formal visits to their school to support their transition to a new education setting.

Family opinion survey summary

The Client Opinion survey sent out via Survey Monkey to families electronically, via Facebook and text message was insightful and reflected high quality educational program and practices. A total of 22 families responded to the survey. 1 response equates to 9%.

1. Preschool (5), Occasional Care (11) and Both Services (5).
2. I believe my child receives high quality education and care at the centre - Strongly Agree 91%, Agree 9%.
3. Educators know my child and their abilities - Strongly Agree 73%, Agree 27%
4. Educators are warm and welcoming towards our family - Strongly Agree 100%,
5. Educators clearly inform me about the learning program - Strongly Agree 27%, Agree 41%, Unsure 32%
6. There are useful strategies in place to communicate centre events, information for families and children's learning - Strongly Agree 73%, Agree 23%, Unsure 5%
7. I understand that developing children's phonological awareness was a site priority in 2021
Strongly Agree - 32%, Agree 32%, 32% Unsure, 5% Disagree.
8. I believe my child has made substantial developmental progress this year.
- Strongly Agree 73%, Agree 14%, 14% Unsure

Refer to wordles that have been formulated as a result of words that families would use to describe the centre to themselves, their child and future centre families. This data was shared at Governing Council and at a Pupil Free day for self-review and some recommendations were made to support planning in 2022.

Strengths refer to educators continuously self reflecting, friendly and supportive educators, quality leadership. inclusive practices, beautiful spaces & environment, innovative and relationships educators have with children, child focussed and individualised. Families value the Bush Kindy and Roseview connection as an extension of the Kindy program.

Areas identified for improvement are around the documentation of occasional program, and ensuring that the site priority is reflected across both services. Families would like to see parent chats return where they can be involved in the setting of the learning goal for their child.

Relevant history screening

Criminal History Screen compliance is monitored:

- For staff - Director monitors the staff certification screen on Department for Education (DfE) HR system. Staff who are due for renewal are supported to have this completed in a timely manner. Staff who do not have a current screening certificate are not employed at the kindergarten.
- Third Party providers (Groundsman, Kindy photographer) - a copy of the screening certificate is kept on file.
- For volunteers – Volunteers are required to supply a copy of the screen before commencing.

Financial statement

Funding Source	Amount
Grants: State	\$0
Grants: Commonwealth	\$0
Parent Contributions	\$11,434
Other	\$19,407

2021 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2021 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	Funding was used to support educators to increase knowledge and understanding of phonological awareness skills in the early years. To increase educator's confidence to plan for individual children's learning plans using TROLLPA data collected consistently across the year.	Increase in educator knowledge and confidence of phonological awareness, all children made progress across the year relating to their oral language and phonological awareness
Inclusive Education Support Program	17 children were supported for speech, language and behaviour needs. To maximise outcomes using available funding, many children were placed in clusters with others with similar speech/language needs. Targeted speech and language programs delivered by skilled early childhood educator, developed by speech pathologist. Children's expressive and receptive language assessed upon entry to preschool using a screener tool.	Support lead to improved ability to communicate (including building vocabulary and grammar) and self-regulation. Improvement in children's receptive and expressive language.
Improved outcomes for non-English speaking children who received bilingual support	Not applicable	Not applicable

* The department's standard of educational achievement is defined as children and young people progressing and achieving at or above their appropriate year level.