



Strathalbyn Kindergarten

2020 annual report to the community

Strathalbyn Kindergarten Number: 3688

Partnership: Fleurieu

Signature

Preschool director:

Miss Susan Sandow

Governing council chair:

Sally Michelmore

Date of endorsement:

31 March 2021



Government
of South Australia
Department for Education

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 service is committed to following the approach of Say What You See, a method of interacting with children in a positive and supportive way that builds strong and secure relationships based on a foundation of respect and acknowledgement. This method of working with children was a strength during the challenges faced during COVID19.

The educators at Strathalbyn Kindergarten have been exploring the mindset of pedagogical documentation and how they can create a culture of reflection and learning within the kindergarten. This is an on going journey and we look forward to continuing our learning in 2021 while also exploring how to create a dynamic environment that fosters creativity and agency in our learners.

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 site that is full of complex and wonderful learning opportunities for children to spend their days in social situations that allow for unique scaffolding opportunities that would not often be encountered in many traditional settings.

Governing council report

2020 - what a year! I would like to start by saying a huge Thank You to all the staff for enduring all the trials of life with Covid, and all the restrictions that came with it. The highest level of care and concern was always shown for our little ones, making their time at Kindy as normal and happy as any other year. Whilst we know that behind the scenes, the truckload of extra work and things to consider would have been enormous.

The governing council was very busy this year, with their thinking caps on to come up with different ways to raise much needed funds. Many thanks to everyone on the committee who put in the time and effort to make all these ventures a success.

Beautiful portrait sessions, a Bunnings sausage sizzle, and a big raffle that saw so many from the community donate wonderful prizes, we're all a success and helped raise in excess of \$4000 for the year. A great effort considering the Covid restrictions we were faced with. Thankyou everyone for your time and donations. We couldn't have done it without you! And Also a massive thank you to Susan and all the amazing kindy staff for the tireless efforts keeping the kindy bus wheels turning!

Improvement planning - review and evaluate

This year our Preschool Quality Improvement Plan was developed to include two goals. Goal one was to improve children's ability to express their ideas through writing. We wondered if we deepened our understanding of the processes and development of writing and provide an environment rich in opportunities for writing, then children's ability to express their ideas through writing would be improved.

Educators were fortunate to spend a year working with consultant Amanda Bartram exploring ideas to develop positive learner dispositions so that children were confident to write no matter where they were located in the developmental stages of writing. This was a goal that challenged preconceived ideas and also educators own history of learning to read and write.

Educators were challenged to assess their environment and pedagogy to create spaces where children could engage in writing with multiple and widened entry points.

The second goal for our Quality Improvement Plan was to improve children's ability to independently question, create and construct their own learning. We wondered if we improve our understanding of research with children and children's agency, then children's ability to independently question, create and construct their own learning will be improved.

Educators began to explore concepts of how to conduct research with young children that is co designed with the children and families. COVID19 presented many challenges for educators, particularly accessing professional development. Most educators were able to access Kath Murdoch webinars that provided foundational learning. This goal will continue in 2021.

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2017	73	76	77	78
2018	93	88	90	92
2019	89	92	95	97
2020	79	80	83	83

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.

Enrolment comment

Enrolments at Strathalbyn Kindergarten were at capacity at the beginning of term one and a waiver was sought to increase numbers at Coronation Road. The site is becoming increasingly popular as the town and outlying towns continue to grow.

As the year continued, despite COVID19 enrolments continued to increase each term.

Occasional Care continues to be extremely popular within the community with waiting lists needing to be developed. Parent feedback indicates that the community are extremely grateful for the service.

Attendance

	Term 1	Term 2	Term 3	Term 4
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%	89.6%
2020 centre	92.8%	86.2%	86.1%	84.7%
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%	86.4%
2020 state	89.3%	82.0%	84.8%	85.9%

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.

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

Attendance comment

COVID19 presented many challenges for the families of children attending this year and created attendance data like no other year. When lock downs and initial cases began attendance quickly dropped quite low and remained so for much of term one. Families continued to access remote learning from home via the seesaw app.

Families continued to follow recommendations of staying home when unwell and also when required to lockdown.

Illness data for the year was remarkably lower than in the past due to the vigilance and responsibility shown by families when their children were unwell.

Destination schools

Feeder Schools (Site number - Name)	2017	2018	2019	2020
218 - Eastern Fleur Langhorne Creek Campus	5.0%	8.0%	5.7%	8.3%
1884 - Eastern Fleurieu R-12 School	70.0%	85.0%	84.3%	83.3%
8013 - Tyndale Christian Sch - Strathalbyn	3.0%	3.0%	1.4%	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 2020 collection.

Destination schools comment

In 2021 most children will be moving on to attend EFS Strathalbyn. Children from outlying areas will be attending their local school. Some children from the 2020 cohort will also attend private school located in Strathalbyn. A small number of children will be home schooled.

Client opinion summary

Families were offered the opportunity to provide feedback to assist the educators in their Quality Improvement. Most families responded due to the online accessibility of the survey and that it was sent out via Seesaw. 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, an improvement from last year when 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 use of Seesaw and a new process of meeting more regularly with families has seen improved communication across both sites.

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.

Relationships and Communication: Most families strongly agreed that they felt welcome at the Kindergartens which was very positive feedback for the educator team.

Leadership and Decision Making: Families were happy with the Kindergarten's Leadership and Decision Making and commented on the complexity of managing two sites and the effort that the team put into ensuring continuity and care of all families.

Relevant history screening

COVID19 meant that for most of the year visitors were not permitted on site. Relevant screening was conducted when needed however this was not often.

Financial statement

Funding Source	Amount
Grants: State	\$2,128
Grants: Commonwealth	\$0
Parent Contributions	\$4,255,400
Other	\$0

2020 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2020 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. Educators focussed on ways to improve dispositions for learning and writing.	Educator knowledge was improved and growth could be seen for all children over the year.
Improved ECD and parenting outcomes (children's centres only)	Funding was used to access professional learning for educators to improve educator knowledge and improve outcomes for children. Consultants were sought to develop educator understanding of the stages of writing development and how to foster children's desire and understanding of writing.	Educator understanding improved and children in the site showed growth over time in writing and strong development of dispositions.
Inclusive Education Support Program	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 understanding was improved and transition processes to schools were improved.
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.