



# Angaston Kindergarten

## Angaston Kindergarten

### 2021 annual report to the community

Angaston Kindergarten Number: 2601

Partnership: Barossa Valley

Signature

Preschool director:

Mrs Nicole Garrett

Governing council chair:

Darlene Morrish

Date of endorsement:

7 March 2022



Government  
of South Australia  
Department for Education

## Context and highlights

Angaston Kindergarten is a standalone centre located in the Barossa Valley and situated adjacent to Angaston Primary School. The preschool is well supported by the families who access the centre and the services it has been able to provide during the COVID pandemic. Once again in 2021 the COVID pandemic has limited the opportunities to provide additional services within the preschool. However, the site has worked hard to build connections with all families, and the wider community, throughout the year and engaged when opportunities arose such as participation in the Angaston Show, the 100 Future Artist Community Exhibition and being invited by the Local Council to provide the Acknowledgment of Country for Australia Day Celebrations in 2022. A major achievement though in 2021 has been the development of a new Philosophy Statement which clearly articulates the Preschool's desire and intention to build strong connections with families and the wider community. The continued development of stronger connections and involvement with families and the wider community will continue to be an improvement priority in 2022.

At the beginning of 2021 Angaston Kindergarten was fortunate to retain all its staff members from 2020. The provision of a consistent staff team continued to provide the centre with a firm sense of stability and supported the site's ability to build upon and embed the improvement agenda from 2020 and deeply engage with our 2021 Preschool Quality Improvement Plan. All staff demonstrated a strong commitment and focus to the Quality Improvement Plan and incorporated elements into their Professional Development plans which lead to deeper critical reflection, growth in best teaching practices and improved learning outcomes for children.

A significant highlight within our preschool was the re-development and refreshment of the embankment area in the preschool yard. The construction of paths, bridges and designated garden beds has enabled this area of the preschool yard to be inclusive of all children by allowing safe access. Throughout the year educators have continued to build on their understanding and learning of the environment being the third teacher and have transferred this learning from 2020 to the outside environment. This has supported the deep engagement of children within the preschool yard. Consistent feed back from families and visitors to the site has been around how calm and inspiring our play spaces and environment are for children.

## Governing council report

What a privilege it was to work with an amazing group of parents and staff as Chairperson of the Angaston Kindergarten Governing Council for 2021. After a bit of a false start getting members we ended up with a small but outstanding group of parents who kindly volunteered their time and effort to support our local kindergarten, I thank you all for your contribution.

The Governing Council this year made great strides towards reviewing and revitalising the kindergarten philosophy statement, we continued to review and update policies where necessary and oversaw some exciting new initiatives such as the introduction of several Bush Kindy days which were certainly a highlight for our children. The kindergarten website was updated during 2021 and we were able to hold a meet and greet session for new families in term 1 and an end of year celebration in term 4.

Fundraising opportunities were quite limited during the year however a disco and movie night we exciting social opportunities the children were able to enjoy on-site.

Covid once again continued to alter some of the dynamics for our children's experience at pre-school including a brief state-wide lockdown! Home pre-schooling for our little ones certainly gave parents a new insight into the outstanding work our educators do and we all thoroughly appreciated the resources and guidance they provided. I thank Megan for her guidance as Director and also Nicole for taking over the reins during term 4 as acting-Director, their passion and enthusiasm for early learning certainly contributed to the wonderful year our children experienced. New friends were made, new skills learnt and preparations were made for their trajectory toward primary school in 2022. Although sometimes challenging (governing council teams meetings for instance!), I strongly encourage parents to be as involved as they can during their child's pre-school year and becoming a governing council member is an excellent way to be involved.

Darlene Morrish, Chairperson

# Preschool quality improvement planning

The first goal in 2021 was 'To improve children's emergent literacy skills through engagement in an emergent play-based curriculum and developmentally appropriate small group experiences'. The challenge of practice for educators to focus on was 'If educators collect information about what each child knows and can do with a focus on the four areas of emergent literacy (rhyme, syllables, print awareness and alliteration) to program effectively then we will improve children's emergent literacy skills. This goal and challenge of practice was directly related to building on the improvement work established in 2020 and embedding it into our daily teaching practice to support, develop and extend children's emergent literacy skills. The Angaston Kindergarten educators were highly committed to this goal and the challenge of practice. The clear focus on the four key aspects of emergent literacy and the establishment of a data collection tool enabled educators to collect information on children's phonological awareness and intentionally plan for their future development and learning. An enabling factor to the success of this goal was the work, learning and implementation educators undertook in 2020 around the Early Years Planning Cycle and formative assessment. Educators were able to embed this learning in 2021 and use this deeper understanding of the planning cycle to intentionally plan and program for children's emergent literacy development through formative assessment and the provision of individual, small group and whole cohort learning intentions. This strategic documentation and planning for children's emergent literacy allowed educators to build upon their relationships and responsiveness to children's needs and embed the everyday educator best practices they learnt and developed in 2020 from the Speech Project. Furthermore, to the success of this learning goal was the Professional Learning and Development staff participated in week 0 of 2021 focusing on the Preschool Literacy Guidebook and the High Impact strategies throughout the year. This professional development supported educators to focus on their teaching practices and identify a key high impact strategy to include in their Professional Development Plan for 2021. The inclusion of these strategies supported educators to develop their understanding of literacy development and directly impacted upon children's learning as we saw all children demonstrate growth in their emergent literacy skills especially the phonological skills of rhyme, syllabification and the extension to alliteration for some children.

Our second goal in 2021 was 'To extend children's ability to use symbolic representation through dramatic play and mark making to construct meaning and express ideas.' The challenge of practice for educators to focus on was 'If we implement a whole site approach to how we respond to children's symbolic representation and use formative assessment to inform the planning cycle then children will extend their ability to use their experiences to construct meaning using symbolic representation.' Once again, this goal and challenge of practice was directly related to building on from the work in 2020 and embedding this into our daily practice for all educators at Angaston Kindergarten. Our Philosophy Statement clearly articulates that we believe preschool children learn through play, and that play builds the foundation for all future learning. This Philosophy statement was particularly poignant for this goal about children's symbolic representation as we believe that dramatic play is the grounding and foundation for all of children's future abstract thinking and symbolic representation.

## Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2018	48	46	48	45
2019	35	36	38	35
2020	49	N/A	51	51
2021	39	37	39	42

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	97.3%	90.4%	90.7%	89.7%
2019 centre	94.9%	96.1%	86.0%	79.8%
2020 centre	94.5%		78.7%	89.6%
2021 centre	90.5%	85.6%	87.3%	85.9%
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

In 2021 Angaston Kindergarten had significantly lower enrolments than 2020 and had an enrolment cap of 44 children. Throughout the year our enrolments remained steady and we are able to offer 2 families early enrolment in term 4 of 2021 to support their child's transition into preschool in 2022. At Angaston Kindergarten we are still very pleased that we continue to be able to offer all families the opportunity to participate in transition visits before commencing their preschool year. Families are also offered the opportunity to attend a Parent Information Evening and were provided with a new revised and updated Parent Information Booklet to support a smooth transition into preschool in the following year. In 2021 we changed our preschool structure and offered a half day morning session every Friday. This change was in response to Family and Educator concerns about our previous structure and how the numbers of children were distributed between the 2 patterns of attendance. Subsequently we trialled bringing out two groups together for a Friday morning session and making this our local excursion and incursion day.

## Destination schools

Feeder Schools (Site number - Name)	2018	2019	2020	2021
242 - Angaston Primary School	65.0%	72.2%	68.8%	70.6%
9093 - Good Shepherd Luth Sch - Angaston	10.0%	16.7%	20.8%	20.6%

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

Angaston Kindergarten has 2 main feeder schools in the local area. Our main feeder school is Angaston Primary School which is located directly adjacent to the Preschool. Throughout 2021 Angaston Kindergarten and Angaston Primary School have collaborated to develop a strong transition program and deep connections to provide an extended transition program throughout the preschool and school year. In 2021 of our enrolments 65% children enrolled at Angaston Primary School. Our other predominate feeder school is a non-government school Good Shepherd Lutheran School and this year only 20% children enrolled. Our other feeder schools in 2021 were 10% of children enrolled at Tanunda Primary School and 2.5% enrolled at Keyneton Primary School. We also had a 2.5% who were enrolled in home schooling.

## Family opinion survey summary

In 2021 we received Parent Opinion Survey responses from almost half of our preschool families. Overwhelmingly demonstrating positive opinions about Angaston Kindergarten and our learning program.

In response to questions about Quality of Teaching and Learning over 70% of responders strongly agreed that our service provides high quality teaching and programs for their children and only 6% of responders feeling unformed about the learning program. Overwhelmingly responders strongly agreed or agreed that their children were supported in their learning with almost 80% of responders indicating the preschool teachers provided help and support when needed, their child was happy at preschool and that the preschool provided a safe and secure learning environment. In regards to relationships and communication 65% of responders strongly agreed they felt welcome at preschool and only 6% disagreed, with feedback leading us to believe that this may have been due to Covid related restrictions and the limits on families begin able to visit the site. In relation to the leadership and decision making within the preschool with over 60% of responders indicating they were given opportunities to contribute to education experiences. 100% were in agreeance of opportunities to be involved in preschool planning through the governing council and as well as in the effective educational leadership.

Some comments included are:

Have absolutely loved this kindy with my child this year.

I cannot praise the Kindy and teachers enough for the superior care they have given my special needs daughter. They have gone above and beyond to meet her needs in terms of safety and equipment and always ensure she is included. I love the fact that they are very tuned into learning through play!

Educators have worked very hard to ensure our kids have a wonderful Preschool experience. They have provided many wonderful learning experiences through play, and taken the time to listen, and follow through, with any concerns raised. She has thoroughly enjoyed her time at Angaston Preschool this year.

## Relevant history screening

At Angaston kindergarten we annually check that all staff have the necessary and relevant history screening checks and documentation. This is managed both at a site level and through central Human Resources and People and Cultures system which send regular reminders and updates about staff requirements and updates.

All required documentation for compliance is kept on site including copies of Teaching Registration, RAN and Working with Children's Checks.

Regular volunteers working with children have completed Working with Children's Checks and RAN Training and documentation was kept on site.

All our Governing Council members completed RAN Training.

## Financial statement

Funding Source	Amount
Grants: State	\$467,074
Grants: Commonwealth	\$0
Parent Contributions	\$19,325
Other	\$1,507

## 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	The funding granted for improved outcomes for numeracy and literacy was used to develop educators' professional knowledge in symbolic representation and mark making. The funding was also used to update numeracy resources and supporting educators' professional knowledge to use resources with a socio constructivist approach. We also further enhanced educators' knowledge to plan for numeracy and literacy skills through an early years play based pedagogy.	Deeper understanding of children's emergent literacy development especially phonological awareness. Also continued development of a deeper understanding of planning for child
Inclusive Education Support Program	The Inclusive Education Support Program was used to provide individual and group support to children identified with additional needs and special rights to actively engage within and access the Preschool Curriculum. In 2021 we had a significant number of children who were eligible for additional support and applications were made for extensive grants to support the needs of the children. The site also self-funded a significant amount of ECW time to support children who required additional social and emotional developmental support to actively engage in he preschool program.	All children who received support through IESP extensive grants had a One Plan and Individual Learning Goals that were regularly reviewed and re developed. Other children who
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.