



# Angaston Kindergarten

## 2022 annual report to the community

Angaston Kindergarten Number: 2601

Partnership: Barossa Valley

### Signature

Preschool director:

Mrs Nicole Garrett

Governing council chair:

Bethany Hannay

Date of endorsement:

17 March 2023



Government  
of South Australia  
Department for Education

# Context and highlights

Angaston Kindergarten is a standalone, full-time Preschool located in the Barossa Valley wine region approximately 85 km from the Adelaide GPO. Servicing the small country town with a population of around 3000 people, many children come from various outlying towns including Stockwell, Truro, Moculta, Eden Valley and Keyneton. A large number of families live outside of the town centre on rural farming or vineyard properties or are employed in the Barossa Valley wine industries.

Angaston preschool and its programs are well supported by local families. Despite Covid significantly impacting engagement dedicated educators and Governing Council remained committed to raising the Centre profile and community engagement and we were able to participate in the Angaston Show, Christmas Parade and Picnic night, remotely participation in an Australia Day event and meeting local members of the community to post invitations to home culminating in a family disco night attended by 80% of the families. Located adjacent to Angaston Primary School and building on our collaborative partnership our informal and formal transition schedule allowed opportunities for connection to and familiarisation of Angaston Primary School context. Highlights included reception children visiting the preschool and vice versa, visiting the school library, gymnasium, playgrounds, specialty teachers and events such as sports day, Harmony Day and Book Week. Angaston Kindergarten shares a strong connection with Angaston Early Learning Centre supporting families to access a DfE preschool program through their provision of before and after kindy care and delivery to and preschool. A highlight also was the Angaston Early Learning Centre children visiting to share their Cultural learning and understanding and a fruit picnic. Another community highlight was the whole centre excursion to the Para Wirra Nature Play Space where children transferred their knowledge of exploring nature, playing with loose parts and challenging themselves with safe risk taking in a different context.

Highlights building on from 2021 yard improvement work has included the replacement of the worn-out artificial turf and instillation of with the instillation of the "Playon" surface and bike track at the end of the year, the instillation of 2 wicking-bed vegetable gardens and a butterfly garden with paved seating area for the children to enjoy. This was a wonderful opportunity for children, parents and educators alike.

A significant highlight for 2022 was the introduction of our Educator Lead Playgroup Program. Operating fortnightly on Fridays the Educator Led playgroup provided an early point of contact for families and allowed opportunities for educators to work in partnership in the early years with children and families who would go on to become members of our 2023 preschool cohort and beyond. It is also a wonderful opportunity for families in the community to meet and form connections.

Building on 2021 work around developing our new Philosophy Statement has been the collaborative engagement in reviewing the philosophy with, and to reflect current cohorts of children, families and educators. Throughout 2022 educators continued their commitment to our embedding practice of developing children's cultural awareness and understanding and appreciation for our first nation's people and particularly the Peramangk people who are the traditional custodians of our local area. It was wonderful again to be asked to share our Kindy Acknowledgment of Country to be used at the 2023 Australia Day community celebration and to share with the council that funds donated through our participation were used to purchase a 3rd flag pole allowing us to display the Australian, Aboriginal and Torres Strait Islander Flags.

# Governing council report

The AGM for 2022 scheduled for 22nd February 2022, was postponed due to COVID-19. It was later held on 15th March 2022 with the 2021 members of the Governing Council and interested new members. It was held via zoom due to Covid restrictions, but it was great to see so many parents interested in being part of the GC for 2022.

In Term 1, covid restrictions were still in play and impacted how we dropped off and picked up our children, and masks were worn whenever we were in the grounds of the kindy. It also impacted our social events, and we were unable to hold any social events during the term which was a shame for parents wanting to make connections with other parents.

Our Easter Raffle was a huge success with so many generous donations. We had 7 huge baskets of prizes to hand out in April and the fundraising members did an amazing job organising this.

On 20th May 2022 we had our first 'Stay and Play' day at the kindy from 9am to 10am, which was a great opportunity to connect with other parents and see what our children get up to when we are not around! Also, in that week, the kindy welcomed the reception children from Angaston Primary School for a visit with the kindy. In the week commencing 30th May 2022, the children returned the favour and visited Angaston Primary School for a library visit.

Our second fundraising event for the year was held at the Farmer's Market on 20 June where a group of volunteers put on brekkie for patrons. This raised approximately \$1500 for the kindy with 180 brekkie rolls served – what a brilliant effort. Unfortunately, our movie night was cancelled due to COVID which was disappointing, however we did make up for it later in the year with a picnic and disco night which most families attended.

After being rescheduled a few times due to bad weather, the Angaston Spring Fair was eventually cancelled and therefore we were not able to hold a stall there. Some of the items that we were going to sell were able to be moved to the stall at the Angaston Christmas Parade instead as well as another raffle for fundraising efforts.

A massive achievement in fundraising in 2022 meant that the kindy could allocate funds for the worn-out old turf to be removed and a new Playon Surface bike track and surface area installed. With the work completed in late January, this has made it a safer and more inviting space for the 2023 preschool cohort which is fantastic.

Overall, it was a busy and exciting year at the kindy. National Reconciliation week was a big week of learning for the children – a highlight for many was making damper with the primary school children. Other highlights included the Teddy Bear's Hospital, excursion to Para Wirra Nature Playspace, Book Week pyjama dress up and our end of year celebrations (graduation).

It was such a privilege to be part of the 2022 Governing Council, we had a great group of enthusiastic parents, and it was interesting to see some of the 'behind the scenes' of how the kindy works. Nicole always provided an interesting and informative Director's report and I really encourage any parents of children of the 2023 kindy class to get involved.

Mel Denning, Chairperson

# Preschool quality improvement planning

The first goal in 2022 was 'To increase children's knowledge and understanding of number sense and spatial awareness through engagement in a developmentally appropriate play-based curriculum'. Educators committed to improvement work engaging in shared professional and conversations a powerful tool in enabling educators to combine current and new learning to support children's knowledge and understanding of number sense and spatial awareness into a play-based pedagogy. Forming a collaborative understanding and approach to intentionally plan for, model and scaffold children's knowledge. Through the use of our Program of Intent and Fortnightly Programming Cycle and critically reflective practices, educators had a strong focus on intentionally planning for a numeracy rich environment. They used knowledge gained to develop commitments to action in recording and analysing data and planning for mathematical thinking and understandings and play. As a result of the increased intentionality in using play-based resources to promote mathematical understanding we noticed children increasingly engaging in loose parts play and exploring and using mathematical language to verbalise their knowledge and understanding. Another result was the increased understanding in Educators that children with less confidence in numeracy were more willing to engage in the numeracy experiences when opting into play, and the quantity and quality of data that can come from being intentional in planning for and focusing on what data to observe.

Our second goal in 2022 was 'To extend children's ability to construct meaning and express their ideas through the development of emergent literacy skills and symbolic representation in dramatic play and mark making.' In working towards this goal educators had intentionality in embedding their work from 2021, working collaboratively with new educators to share knowledge and understanding, educators have intentionally planned for, and added modifications to the fortnightly programming format, to support the intentional setting up of literacy based provocations in all areas of the preschool learning environment creating a literacy rich environment. Educators committed to collecting data on children's levels of progress, collecting and analysing work samples and profiling the children on the symbolic play rubric with profiling data demonstrating significant growth across the whole cohort. Educators demonstrated greater confidence in identifying levels of engagement with symbolic representation and mark making. Embedding a site-based culture in understanding the important role emergent literacy skills and symbolic representation in dramatic play and mark making have in developing our preschool children as writers and readers was instrumental in these improvements. A whole site commitment to regularly incorporating small literacy groups, where literacy concepts could be explored, modelled and engaged with was created and had a large impact on the children's engagement with books, mark making and emergent literacy. Through this improvement work there has been an increased confidence in educators to trust their knowledge and skills when planning for, collecting data and critically reflecting on where to next in the children's literacy learning.

Combining these, next steps include further embedding this work, continuing to work through shared texts, developing collaborative tools for documenting progress, possibly through ILP's and PedDoc, and exploring ways to increase children's use of mathematical language and symbolic representation to represent their thinking.

## Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	35	36	38	35
2020	50	N/A	52	52
2021	39	37	39	42
2022	44	44	44	47

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	94.9%	96.1%	86.0%	79.8%
2020 centre	94.6%		79.0%	89.8%
2021 centre	90.5%	85.6%	87.3%	86.1%
2022 centre	87.1%	80.7%	86.8%	85.9%
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

In 2022 Angaston Kindergarten maintained the same enrolment capping of 44 children with the centre remaining at capacity throughout the year. Due to additional enrolments In Term 4 the site was granted an increase in capping to 55 with enrolments going up to 47 by the end of Term 4.

Due to the increased capacity children enrolling in preschool for 2023 several short transition visits to begin familiarising themselves with the preschool program before commencing their preschool journey and a Parent Information Session where families had the opportunity to engage with Educators and begin exploring the preschool learning environment with their child.

In response to low utilization of the  day Friday in 2021 the 2022 session structure what changed to a full day session every 2nd Friday. With this we saw an increase in the number of children accessing their additional 6 hours of preschool on the fortnightly Friday. With Covid and Illness being the only main reasons for absences educators offered support when required and encouraged regular preschool attendance so that children would gain the maximum benefits from their preschool year.

## Destination schools

Feeder Schools (Site number - Name)	2019	2020	2021	2022
242 - Angaston Primary School	72.2%	68.8%	70.6%	72.5%
9093 - Good Shepherd Luth Sch - Angaston	16.7%	20.8%	20.6%	20.0%

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

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 2022 Angaston Kindergarten and Angaston Primary School continued to build on our collaborative transition program and deep connections to provide an extended transition program throughout the preschool and school year. In 2022 we had an increase in our enrolments who enrolled at Angaston Primary School at 72.5%. Our other predominate feeder school is a non-government school Good Shepherd Lutheran School with this year again seeing only 20% of our 2022 cohort of children enrolling there. Our other feeder schools in 2022 were Tanunda Primary School 3.75% Keyneton Primary School 3.75%. In total 80% of our preschool cohort went enrolled into the public education system.

# Family opinion survey summary

In 2022 we received Parent Opinion Survey responses from approximately 27% of our preschool families. Of these responses 80-90% indicated positively across all areas of the Angaston Kindergarten and our learning program. In response to questions about Quality of Teaching and Learning over 75% of responders agreed or strongly agreed that our service provides high quality teaching and programs for their children and 83% of responders feeling satisfied with the preschool program and environment. Overwhelmingly responders strongly agreed or agreed that their children were supported in their learning with almost 90% 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 90% of responders agreed or strongly agreed they felt welcome at preschool. While Covid continued to have an impact on family engagement and involvement survey results suggest we continued to be successful in ensuring families feel welcome and supported in our preschool. In relation to the leadership and decision making within the preschool over 92% were in agreeance of opportunities to be involved in preschool planning through the governing council and 75% of responders indicating they were satisfied with the management and planning at the centre.

Some comments included are:

"I feel that as a parent I could be informed more specifically of events in my child's day but also trust the educators, that they are doing the best by my child."

"Thank you for making my sons preschool learning experience so fun! Thank you also for managing to maintain communication even though I am not there for drop off and pick up"

"The teachers at my child's preschool are absolutely fantastic, they understand my child's needs and interests. They have helped them with their confidence, and it has been wonderful watching them grow over the last 3 terms"

## 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 certificate currency. 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 is kept both digitally and physically on site, along with this all Governing Council members completed RAN Training and documentation.

## Financial statement

Funding Source	Amount
Grants: State	\$445,466
Grants: Commonwealth	\$0
Parent Contributions	\$21,985
Other	\$7,300

## 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	Funding was used to increase educator capacities in noticing, assessing and planning for the increase of children's knowledge and understanding of number sense and spatial awareness. Funding was used to further 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.	There was increased intentionality in planning for numeracy explorations in play resulting in children increasingly engaging in loose parts play exploring and using mathematical language to verbalising and share their knowledge, understanding and thinking. Increased educator capacity to recognise the rich data that can be demonstrated through a play-based pedagogy where children are interested, engaged and driving their own learning.
Inclusive Education Support Program	Funding was used to support the implementation of children's speech and language programs and supporting social, emotional and behavioural regulation and wellbeing. With a significant number of children requiring additional support extensive applications and an IESP grant review were submitted resulting in an increase in funding allowing additional educators to implement and support co and self-regulation. Further funding was also provided by the site to meet the needs of the children, including supporting their transition visits to school.	All children who received support funding had Individual Learning Plans and Preschool Support Adjustment Plans detailing barriers to learning, functional needs, adjustments and SMARTAR Goals that were reviewed and re-developed when required to support children to reach their learning goals.
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.