



Aldgate Kindergarten Inc

2020 annual report to the community

Aldgate Kindergarten Inc Number: 4602

Partnership: Mount Lofty

Signature

Preschool director:

Mrs Bianca Stanbridge

Governing council chair:

Tegan Jimenez

Date of endorsement:

10 March 2021



Government
of South Australia
Department for Education

Context and highlights

Aldgate Kindergarten is co-located with Aldgate Primary School, but is a stand-alone preschool. Kindergarten families are able to access the School's Out of School Hours Care which benefits many, though this service was not accessed by as many families as in previous years.

Our Kindergarten has a strong focus on nature and environmental sustainability, priding itself on its care and nurturing of a small patch of remnant Stringybark forest onsite. Our community also places significant importance on the maintenance of our unique culture and identity, while engaging in high quality collaboration with staff at the Primary School to support a significant number of children through their transition to school.

The full-time director role was again shared by Bianca (0.8) and Hayley (0.2). Cathy, Vikki, Jannelle and Lyn made up the regular team of educators. The team's commitment to the centre philosophy was clearly evident. The ability to be flexible and maintain connections with children's families through periods of learning from home was vitally important. We experienced an interesting year due to COVID-19 and one of the biggest impacts was difficulty building relationships between educators and families, and families connecting with each other. However, we remained determined to stay connected however possible. Many thanks to Annabel (Governing Council) for establishing a regular coffee playground playdate for families.

Highlights of 2020: learning Kaurua culture with elder Uncle Tamaru (Karrl Smith) and the shared planning and establishment of a bush tucker garden; engaging a local Hills gardening company to maintain the lawn each holiday break so that the children have a space to run and kick balls; Greenhill Living seasonal gardening program with Rebecca; COVID safe children's art exhibition, beginning of the year welcome picnic. High levels of engagement with the Seesaw app enabled us to communicate with parents and regular caregivers about children's learning and development, and was particularly important for children learning at home.

Governing council report

2020 was a different year for everyone. The year started off with children settling into kindergarten; for me as a parent/chairperson all the staff were very supportive, understanding and helpful allowing me to be there from my daughter and supporting her in any way needed for her to have a smooth transition from home to kindergarten, which was a huge success. She started off very timid but with allowing me to help guide her along with the staff, and how supportive and understanding they were, it allowed her to have such a great and positive experience at kindergarten. It built so much confidence and courage in the year, and allowed her true personality to really shine, also grow as a person and given so many opportunities within the kindergarten as well to learn and grow at her own pace. Aldgate Kindergarten really do an amazing job at looking at each individual child's needs, personality and unique selves and tailor their approach needed for every child to feel happy, free to be themselves, to thrive and feel safe, secure, understood, supported and included throughout their kindergarten experience.

The sense of belonging is very strong at Aldgate Kindergarten, with including all the children making them feel heard, important, cared for and listened to, along with acknowledging children being their true self (who they are as individuals), working with them and following their lead on their interests. Also staff respect parents own beliefs and values for their child. As well as allowing children to grow, discover and become the person they are growing up to be (what fills their hearts with happiness and love and fuels their souls with interest, curiosity and those early signs for leading to their passion in life).

Aldgate Kindergarten does an excellent job at implementing the Early Years Learning Framework of Australia: Belonging, Being and Becoming, with many outcomes implemented and incorporated into the kindergarten, and so many learning and play opportunities, as well as such a kind, caring, supportive, nurturing and understanding environment for children to blossom. During the year the teachers stayed very connected with families - the Seesaw app was a great tool, along with the learning Journals, as well as the staff who were always free and happy to chat. It was another successful year at Aldgate Kindergarten.

Tegan Jimenez Loaiza, Chairperson

Improvement planning - review and evaluate

This is the first year that we have used the new Preschool Quality Improvement Plan template, and developed a bi-termly review system to be able to monitor our progress towards planned goals. Within the template, we used the National Quality Framework responsibilities table to monitor compliance tasks. A self-review and improvement planner was also used to support National Quality Standard compliance. Our first goal was for children to engage in sustained, shared thinking using increasingly sophisticated vocabulary. At the beginning of the year, we identified possible barriers to children’s engagement. Throughout the year, we focused on developing rich relationships with children, and intentionally taught play-skills, self-regulation, problem-solving and conflict resolution to support them to engage in sustained conversations. We spent more time being “players” with children, to scaffold conversations and build vocabulary. Our collaboration with Uncle Tamaru (Kaurna elder) supported children’s learning of more diverse language. Several parents reported that their child was using the language that we had intentionally taught at Kindergarten. Educators noted children’s increased level of engagement in shared inquiries, where previously reluctant talkers were now using language appropriate to purpose and engaging verbally as well as non-verbally. This was as a result of strong relationships between educators and identified children, as well as targeted support for other children to listen to others more effectively in order to share the “air time” and learn from and be challenged by others. Educators began using video to record and analyse children’s ability to sustain reciprocal conversations with both peers and adults, and plan to support children. Educator’s interactions with children supported them to use language appropriate to purpose, interact verbally and non-verbally with others during play experiences. Written documentation about individual and groups of children provided evidence of opportunities for children to engage in Sustained Shared Thinking with their peers and educators. Educators adjusted the daily routine and worked to ensure adequate supervision to support educators to engage in Sustained Shared Thinking with children, or to support child to child Sustained Shared Thinking. Our second goal was to increase children’s understanding of mathematical concepts and associated numeracy processes and key elements through rich, play-based learning. At our staff team review meetings, we decided that the wording of this goal was too confusing and wordy, which made it difficult for all staff as well as parents to understand what we were working towards. We began an audit of our documentation of what children know, can do and understand, to uncover areas of the Numeracy Indicators that the team were not, as a whole, as knowledgeable and confident in. This work helped us to determine that the indicators “I measure and compare my world” and “I analyse, read and organise the data in my world” require content knowledge building in 2021. This will enable the team as a whole to effectively record, analyse and plan for children’s numeracy learning. A challenge in 2020 was to collect data for children who were learning from home for periods of time, for health reasons – not all children had reflective documentation about their numeracy skills and understandings available to their families. To support families to better understand preschool numeracy, we developed accessible resources to help them scaffold the development of their child’s “early number sense” and “patterning”.

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2017	38	39	39	41
2018	58	58	61	61
2019	47	44	45	46
2020	43	45	46	46

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 remained relatively unchanged from 2019. We started the year with 43 children and gained 3 children throughout the year as they moved into the area with their families. Low enrolment numbers were discussed often with Governing Council, and the director researched trends and birth statistics. Publicity events were not possible due to COVID19 restrictions. The director worked to create new signage for Strathalbyn Road to promote the Kindergarten to passing motorists. New signage was created to install within our catchment area, and the A4 flyer was revamped and distributed.

Attendance

	Term 1	Term 2	Term 3	Term 4
2017 centre	94.2%	87.3%	82.5%	84.5%
2018 centre	87.4%	90.9%	78.7%	88.2%
2019 centre	89.3%	88.8%	87.0%	92.4%
2020 centre	90.1%	91.7%	82.1%	90.9%
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 affected our attendances mid term 2 and into term 3. High numbers of families chose for their children to learn from home for up to 6 weeks. We were very pleased that by term 4 our attendance rate had significantly increased even while children were being kept home when unwell.

Destination schools

Feeder Schools (Site number - Name)	2017	2018	2019	2020
210 - Aldgate Primary School	61.0%	84.0%	61.9%	68.2%
107 - Crafers Primary School	0.0%	0.0%	4.8%	4.6%
301 - Mylor Primary School	8.0%	3.0%	0.0%	9.1%
396 - Scott Creek Primary School	8.0%	0.0%	2.4%	4.6%

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 2020 collection.

Destination schools comment

Aldgate Kindergarten's 2020 cohort of children went on to attend 6 government and 3 non-government primary schools for the 2021 school year.

Of 46 children:

30 went on to attend Aldgate Primary School, 4 to Mylor Primary School, 3 to Scott Creek Primary School, 2 to Bridgewater Primary School, 2 to Crafers Primary School, 2 to Hills Christian Community School, 1 to Hills Montessori preschool, 1 to Mount Barker Waldorf, 1 to Upper Sturt Primary School.

Client opinion summary

Completed by 19 families – great participation gained through several reminder emails. Most comments were supportive and positive. "Quality of Teaching and Learning": most agree or strongly agree, with 3 neutral responses for "My child's teachers clearly inform me about the learning program". A comment: "I don't usually ask questions about the learning, so I don't know. I assume they mostly learn by playing." In 2021, we will improve communication of the learning program via Seesaw, newsletters and visual displays. "Support of learning" was positive, with only one neutral "This preschool has information available about other support agencies within the community". A comment: "I am pleased at how well the teachers get to know the students as individuals. This is important for their first year of formal education so they don't get lost in the class. I find this preschool highly functional with great outcomes the children are always smiling at the end of the day. "Relationships and Communication" received one neutral response for the statement "Teachers let me know how well my child is doing", and two neutral responses for "I am encouraged to be involved in the preschool in all kinds of ways". One comment to consider was: "I don't often look at the Seesaw app because I forget. I don't ask questions about my child's learning, and I don't get approached often about discussing it either". "Leadership and Decision Making": for the statements "The preschool seeks parents' opinions about educational programs", "I believe there is effective educational leadership" and "I have confidence in how the preschool is managed", there was one strongly disagree for each. Though the second and third statements remaining responses were agree or strongly agree, the first statement also received 4 neutral. Comments: "I feel welcome (and my child) but I don't involve myself that much so I don't know about this section" and "Is an open door for parents, discussions taken place are shared, the actions taken are evaluated and feedback is requested". This will be considered for 2021.

Relevant history screening

The director ensures that all adults who volunteer as supervisors on excursions have a Relevant History Screening, in case they need to help with toileting. No student teachers attended the site during the year. All external program providers had to provide up to date screenings before attending the site. The director maintains an excel spreadsheet that notifies when a screening is to expire. The director attends to alerts on the HRS that staff screenings are near to expiry.

Financial statement

Funding Source	Amount
Grants: State	\$418,463
Grants: Commonwealth	\$0
Parent Contributions	\$39,634
Other	\$2,694

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	TRT release for educators to undertake bi-annual phonological awareness screenings and reviews for all children throughout the year. Release time for educators to obtain video oral language samples for identified children.	All children made progress between reviews, and data was shared with reception teachers in Statements of Learning.
Improved ECD and parenting outcomes (children's centres only)	N/A	N/A
Inclusive Education Support Program	Employment of additional staff to provide targeted support to children with additional needs. In particular, speech and language, sensory impairments, autism. Time to share strategies and progress with families and pass on information to child's new school.	All children were able to engage in the program and made progress towards planned 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.