



# Aldgate Kindergarten Inc

## 2022 annual report to the community

Aldgate Kindergarten Inc Number: 4602

Partnership: Mount Lofty

Signature

Preschool director:

Mrs Bianca Stanbridge

Governing council chair:

Alicia Murray

Date of endorsement:

24 February 2023



Government  
of South Australia  
Department for Education

## Context and highlights

Aldgate Kindergarten is co-located with the Aldgate Primary School, but is a stand-alone preschool managed by the director and its own governing council. Kindergarten families are able to access the school's Out of School Hours Care which enables easier access to preschool for many children who may otherwise not attend a Government preschool program.

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 that we call the "Wirra" (Kaurua for "bush/forest"). 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.

In 2022 we had 51 children enrolled at the Kindergarten, one being an early entry enrolment in term 4. The staff team consisted of director Bianca Stanbridge, teachers Cathy Willoughby-Tuma (0.8), Roxy Comley (0.8) and Hayley Schroeder (0.6), Early Childhood Workers Vikki Mott and Lyn Wuttke, and regular relief teachers Miriam Solano and Jaz Horseling. Highlights of 2022 included a return to well-attended playgroup as the year progressed, resulting in a strong transition to Kindergarten for many of the children who attended. We were able to take the children on several excursions including the theatre and the Marine Discovery Centre, and had Kayla from Dancify and gardening with Rebecca from Greenhill Living which were fantastic additions to our learning program.

The development of a sensory regulation room in the adjoining junior primary unit, with the installation of a new door for easier access, equipment that is used to engage children in "heavy work" and a quiet space providing respite for escalated children, has been hugely beneficial for many children. Children who have been identified as having difficulty regulating their bodies and minds, resulting in low levels of engagement in non-preferred learning experiences and social problem-solving strategies used, have engaged in preventative time spent in this room with an educator.

## Governing council report

2023 was our family's first experience with Kindergarten and we couldn't have been happier with our year at Aldgate Kindergarten. My hopes for my daughter at the commencement of her kindergarten year, that she feel welcomed and safe, had opportunities to learn, grow as a person and make friends, while begin exposed to the learning that is to come at school, in a way that made her feel curious and excited to learn, were met at Aldgate. Being part of the Governing Council allowed me to gain knowledge of the education system and become aware of the "back of house" hard work, planning, expertise and commitment of the kindergarten staff who, as it became very apparent, work to balance the requirements of the learning program with the varying needs and abilities of the children. It also provided me with an opportunity to meet members of the Hills community and form relationships that will extend beyond this year. I really appreciated the opportunities to connect with the broader kindy community through the Term 1 "get to know you" event and the end of year family picnic.

Throughout the year I came to appreciate what a fantastic and diverse environment the children have to explore and grow their interests. They also had many opportunities to learn and grow their independence through excursions and incursions including dancing, gardening, local walks, off-site performances and the trip to the Marine Discovery Centre – a big hit in our family. I always looked forward to the updates in my daughters learning journal and on Seesaw which I also found to be a valuable tool for understating the learning objectives and staying connected to the kindy.

It was obvious that the teaching team were invested in continuous improvement and professional development and, through refinement of their goals and the collation and use of data, their quality improvement plan. I'm very grateful for the year my daughter had in 2022 and I look forward to 2025 when her sister will be old enough to attend.

# Preschool quality improvement planning

Goal 1 challenge of practice: If we intentionally teach children social skills and self-regulation strategies, then children will demonstrate increased levels of involvement in sustained learning experiences with their peers. All staff completed training in using The Zones of Regulation, we used the Zones consistently with children as a team, removed other conflicting/confusing tools e.g. Jelly Legs, traffic light cards. We explicitly helped children to understand and communicate their inner feelings, and used intentional "in the moment" teaching strategies to articulate what they might be feeling. We used "What's the Buzz?" social stories as necessary in small groups, to support identified children's development of appropriate social strategies when faced with a challenge or big feelings. We shared these stories with children's families for reinforcing at home. Collaborating with children's families was successful, while regularly sharing growth in their child's understanding/use of strategies. Aldgate Primary staff were also trained in the Zones of Regulation in 2022, which will lead to consistency in approaches and language used. Including regular relief teachers in developing their own knowledge, and supporting parents in their learning, was helped with sessions delivered by OT Carla Koay from the Self Regulation Service. Identified children's levels of involvement in sustained learning experiences increased as their ability to regulate and social skills improved. A barrier was not having a reliable system in place to record all children's progress towards meeting the improvement goal – we have already designed this for 2023, to help us improve our documentation to measure our impact on children's learning and development. A Zones of Regulation/self-regulation learning journal page template will be created to document children's ability to self-regulate or the challenges they experience in this environment and discussed with parents to seek their input and support at home. Sharing more information about the importance of developing good social skills is also vital.

Goal 2: Children will demonstrate increased understanding of and use of quantification in play experiences. Data demonstrated growth for all children's number sense. Our challenge was to ensure that all children's evidence of progress was shared with families. This was difficult at times due to children's focus teachers being absent. We need to continue to work on the systems we need to have in place to ensure that all children's numeracy development is being tracked and monitored effectively. The use of additional staffing to work 1:1 with children with lower levels of confidence and understandings was important, as well as supporting parents to create opportunities for fun practice at home. Next year, NIT expectations will include scheduled documentation and distance travelled check ins for each child, including conversations with ECWs and other teachers to summarise and communicate with families term 3.

## Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	47	44	45	46
2020	43	45	47	46
2021	39	38	40	39
2022	49	51	52	51

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	89.3%	88.8%	87.0%	92.4%
2020 centre	90.1%	91.7%	82.2%	91.6%
2021 centre	93.6%	93.4%	95.1%	93.5%
2022 centre	94.1%	82.7%	87.8%	89.5%
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

Attendance was higher than the state average in 2022, with high attendance of 89.5% in term 4. Compared to the 2021 attendance rates which were in the 90s each term, 2022 attendance was slightly lower. Term 2 attendance of 82.7% reflected the onset of winter illnesses and the impact of COVID-19 with parents keeping children home when they were unwell, however attendance was still higher than the state average.

Our attendance rates are always impacted by our Universal Access model, with our two per term 5 hour Friday sessions often booked into but not attended by children if they were too tired by the end of the week. However, there was still very good attendance at those sessions to warrant keeping the current Universal Access model, so that we can continue to offer Playgroup on Friday mornings to local families, which in turn supports children and families with their transition to Kindergarten.

## Destination schools

Feeder Schools (Site number - Name)	2019	2020	2021	2022
210 - Aldgate Primary School	61.9%	68.2%	69.4%	76.1%
176 - Heathfield Primary School	2.4%	2.3%	5.6%	4.4%
301 - Mylor Primary School	0.0%	9.1%	0.0%	4.4%
9079 - St Catherine's School	0.0%	0.0%	0.0%	4.4%
413 - Stirling East Primary School	7.1%	0.0%	13.9%	4.4%

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

Children went on to attend 12 destination schools for 2023. The five main feeder schools were Aldgate Primary School (70.6%), St Catherine's School - Stirling (5.9%), Heathfield Primary School (3.9%), Mylor Primary School (3.9%), Glen Osmond Primary School (3.9%) and Stirling East Primary School (3.9%). One child went to each of the following schools: Sunrise Christian School, St Michael's Lutheran Primary School, Hills Christian Community School, Scott Creek Primary School, Lenswood Primary School, Crafers Primary School. The large number of schools with one child going on to attend is mainly due to the school being where the older sibling attends or living nearby. The percentage of children going on to attend Aldgate Primary School was comparable to 2020 and 2021.

## Family opinion survey summary

Our results were mostly positive however there were some areas to reflect on. We recognised the impact of COVID restrictions, with social distancing and quick drop offs common. In the area of "Quality of Teaching and Learning", the statement "My child's teachers clearly inform me about the learning program" received some negative/neutral responses, with a comment that communication with focus teacher was "sporadic" while recognising that "some of this has been caused by circumstances outside of staff control. Hopefully there will be an opportunity for a second parent teacher interview before the end of the year". Two teachers had significant absences, however before our results were available we already offered additional meetings which were well received. Positives included: "The educators are amazing with the children...empathetic, encouraging, strong and open when they need to be" and "I could not be more comfortable with the quality of teaching...". Governing Council suggested we send the Learning Journals home at least every holidays to enable parents time to read them; ensure both parents are connected to Seesaw and on the email list; and consider a welcome session to show how we collect, analyse, communicate and use data. In the area "Support of Learning", there were no disagree responses but several parents were unaware of preschool support services and support agencies available within the community (though these are both included in the parent information booklet and on our website). Comments included: "We have directly benefited from our educators' astute understanding of our child and connection to support services – thankyou you!" and "Thanks to their support, care and diligence, our son will start school...with supports that we otherwise never would have considered." In the area "Relationships and Communication" there were one disagree for almost all of the statements, mostly about progress reports and communication (these concerns were also discussed with the director and managed prior to the survey results). In the area "Leadership and Decision Making" a comment about the format of student free days (suggesting they could be on Fridays) and some neutrality about parent participation in decision making. General comments: "I have been so happy! Outstanding leadership, beautiful environment, my daughter has blossomed and learned so much in so many ways. Thankyou!!", "Maybe more formal sit down to see how kids are doing, only had one at the beginning of the year" and "We are incredibly happy with our experience...this is our second child to attend and each had an outstanding experience."

## Relevant history screening

We use an Excel spreadsheet to record all Relevant History Screenings and their expiry dates. This is checked at the beginning of each term to determine those nearing expiry. This system works well to ensure compliance. All parents/caregivers who volunteered to help supervise students on excursions had Working With Children Checks which were initiated and paid for by the centre when necessary.

## Financial statement

Funding Source	Amount
Grants: State	\$438,371
Grants: Commonwealth	\$0
Parent Contributions	\$42,736
Other	\$2,301

## 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	Employing additional staffing to release educators to undertake bi-annual phonological awareness screenings and reviews for all children throughout the year. Employing additional staffing to release educators to undertake training in the Zones of Regulation to support children's regulation, to help them with accessing learning experiences. Employing additional staffing to release educators to teach intentionally teach social skills with the "What's the Buzz?" resources.	All children made progress between phonological awareness reviews. Literacy and numeracy data was shared with reception teachers via Statements of Learning, and with parents during progress meetings and documentation collated in children's learning journals and on Seesaw.
Inclusive Education Support Program	IESP funding was used to employ an Early Childhood Worked to provide regulation support, and speech and language support, to specific children.	This support was integral to children making progress towards their learning goals. Without additional staffing through this funding, we would not be able to provide the one on one support.
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.