



Chandlers Hill Kindergarten

2020 annual report to the community

Chandlers Hill Kindergarten Number: 3615

Partnership: South Valley Precinct

Signature

Preschool director:

Mrs Rachel Douglass

Governing council chair:

Kimberly Price

Date of endorsement:

4 December 2020



Government
of South Australia
Department for Education

Context and highlights

Chandlers Hill Kindergarten is a full-time kindy, with 55 children across two groups. Children attend two full days one week and three the following in a specified group. We are staffed at a full time Director, two 0.5 teachers, a .4 Universal access teacher and a 0.5 Early Childhood Worker. Our site self funds an additional 0.5 Early Childhood Worker. Our kindergarten has permanent teachers and educators who all live locally and have an established relationship with the local community. We have connections with Happy Valley Primary School and they are able to offer OSHC to kindy children during the term and vacation care during the school holidays at HVPS. Stepping Stones CCC walk children to kindy and back to child care on Tuesdays and Thursdays. We have a number of other community connections such as Child Youth Health 4 year old checks conducted by health nurses, lift the lip dental checks conducted by dental nurses, visits to the local CFS and engaging with our local librarian. Covid-19 has restricted our movements during the year, however we have had a positive and productive learning year. One of our highlights this year has been seeing the children's numeracy and literacy development flourish. It has been wonderful to see lots of growth from all children and in turn their confidence has increased dramatically. The children have become increasingly independent this year as situationally they needed to take on an increase in responsibility for managing themselves as for much of the year their families were unable to bring them into kindy. This in turn has had a profound effect that was positive for the children as they negotiated organising themselves, time-management, problem solving, asking for help when required and making decisions. Throughout the year the children have become very good at participating with others to solve problems and contribute to group outcomes, expressing their ideas and feelings and learning to respect the perspectives of others. We have had a big focus on the "You Can Do It!" social skills program and this has certainly lead to children's persistence increasing, them becoming increasingly organised, more confident, learning how to get along with others and much more resilient and able to cope with change, bouncing back when things don't go to plan.

Governing council report

As a Governing Council, we want to acknowledge the many joys from the year 2020 at Chandlers Hill Kindergarten. Despite the constant changes due to COVID-19, the Kindy children have continued to flourish and grow in this beautiful community. The Kindy has operated at full capacity this year which is a testament to the amazing staff, parents and young people that have grown and shaped this community over time.

Whilst fundraising has looked different this year, the Kindy children and families were able to contribute to the Tea Towel Fundraiser that provides families with lasting memories.

The Kindy has had significant upgrades this year, thanks to a \$20,000 grant from the Minister for Education. The children can now play outdoors under a new shade sail, re-roofed verandah and appreciate upgraded, outdoor bathroom facilities. Indoors, flooring has been earmarked to be changed over to freshen up this space. Upgraded Wifi connections will provide more reliable interactions between staff and families electronically. It is also pleasing the many improvements to the site have supported local tradespeople during this time.

A huge thank you to the wonderful staff for continuing to provide a fun and exciting learning space, constantly changing and adapting in a very unique year, and shielding the children from the uncertainty of COVID-19 so they can celebrate the joys and triumphs of a special year in their lives.

Improvement planning - review and evaluate

We have had a strong focus this year on extending children's ability to use language to connect with their world as they engage with others to solve problems and contribute to group outcomes. The children have made strong emotional connections and have become increasingly capable and competent throughout the year. Their resilience, persistence, emotional maturity and ability to engage with others and solve problems have developed well throughout the year. The children have used language to contribute to conversations, build friendships, share ideas and understanding, ask questions, problem solve and collaborate with others. Children's emotional intelligence has also developed as they have learnt how their actions and responses make others feel. Children have become good at challenging themselves and going out of their comfort zone to try new things, experiment and see if their ideas work without fear of 'failure' and seeing it as a learning opportunity. There has been lots of feedback from families that children are using the language of the "You can do it" program at home as well and parents have noticed their children relating things that they are doing with the characters in the program. Children's confidence has really developed and all children are sharing the books that they have been making with the group. Teachers have been intentionally encouraging questioning, descriptive language and deepening children's understanding and teaching children about punctuation. Children have become particularly excited throughout the year and keen to show the understanding and knowledge that they have developed around punctuation and language. Children have really enjoyed sharing stories, thinking more deeply about the meaning, what would happen if we change parts of the story and sharing their problem solving and hypothesis about what may happen prior to it being shared. Teachers have been examining 1,2, and 3 words with the children, discovering their understanding of the words, brainstorming and discovering meanings. Children have developed a greater confidence throughout the year to have a go and not be afraid of getting the wrong meaning. They have learnt that we are just interested in their ideas and understanding and sharing knowledge and understanding with each other. We have spent a lot of time on forming a question throughout the year, and children's ability has increased considerably throughout the year. Children are asking questions to clarify and seek further information, seeking more to understand. There has been a huge increase in children bringing in books to kindy to share with the group, the children are keen to have their favourite stories shared with others and be able to discuss why they enjoy their book with others, this has also increased confidence and engaged children who were more reluctant to share. Children's sense of agency has been fostered, their ideas thoughts, feelings and choices and again this has built confidence and literacy and numeracy development throughout the year.

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2017	62	63	63	63
2018	52	52	51	51
2019	55	56	55	53
2020	55	55	53	52

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

We started 2020 with 55 children and were full with a waiting list of 9 children. At the end of term two one child left to start at a private school and join their siblings and one child left to stay at child care. In term 3 one child moved house which was an hour away and another child moved interstate. At the beginning of term 4 we had a child start who qualified for preschool.

We are full for 2021 again with a waiting list.

Attendance

	Term 1	Term 2	Term 3	Term 4
2017 centre	98.4%	99.2%	95.4%	96.5%
2018 centre	93.4%	93.5%	96.9%	97.6%
2019 centre	98.2%	89.6%	90.8%	97.0%
2020 centre	93.1%	87.1%	91.0%	95.8%
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

Our attendance throughout the year has been high and ranged from 87% in term 2 when Covid-19 was high in peoples minds to 94.5% in term 1 and 95.8% in term 4. Term 3 was a little lower at 91% due to illness during Winter.

Destination schools

Feeder Schools (Site number - Name)	2017	2018	2019	2020
536 - Aberfoyle Hub R-7 School	0.0%	7.0%	9.3%	13.3%
1226 - Craighburn Primary School	1.0%	5.0%	7.4%	6.7%
171 - Happy Valley Primary School	74.0%	60.0%	61.1%	62.2%

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

Over the last two years we have seen a gradual increase in the percentage of children attending Happy Valley Primary School and families choosing public education over private for school.

61.1% of children will be attending Happy Valley Primary School

13.3% of our children will be attending Aberfoyle Hub R-7 School

6.7% of our children will be attending Craighburn Primary School

2.1% of our children will be attending Braeview School R-7

2.1% of our children will be attending Theile Primary School

2.1% Emmaus Catholic School

2.1% Our Saviour Lutheran School

4.2% Woodcroft College

2.1% Antonio Catholic School

2.1% Sunrise Christian School Marion

2.1% Southern Vales Christian College

Client opinion summary

These are the comments from our families:

(Anything with names or identification had to be excluded)

The quality of the teaching has been outstanding. The teachers have been enthusiastic, caring, responsive and professional.

Thank you for supporting our child's development.

Keep up the great work!

Very happy with the Kindy.

The preschool have done an amazing job amongst the disruption of COVID. Thankyou.

Thank you for your work in making our children happy and secure.

Questions were asked under four separate areas; Leadership and Decision Making, Quality of Teaching and Learning, Relationships and Communication and Support of Learning. Families rated us across nine questions related to these areas. For questions 1,3,4,5,7,8 & 9 we received only strongly agree or agree.

For question 2 we received one response that was neutral for the question - my child's teachers know what my child can do and what he/she needs them to learn. For question 6 - My child's teachers clearly inform me about the learning program - we received mostly strongly agree and agree but with one family strongly disagree, one family disagree and two neutrals. It has been a challenging year with Covid-19 for everyone, and parents being unable to come into the kindy has certainly not helped with a feeling of connectedness and knowledge about what is going on at kindy despite information being sent home and uploaded onto Seesaw our learning app for families. We are always striving to improve.

Relevant history screening

All of our Teachers, Early Childhood Workers, Preschool support staff, Contractors, Speech Pathologists, Special Educators, Psychologists and parent volunteers have relevant screening. As well as anyone else that comes on site, such as photographers, people that come in for incursions etc.

Financial statement

Funding Source	Amount
Grants: State	\$423,176
Grants: Commonwealth	\$0
Parent Contributions	\$37,950
Other	\$273

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	Extending children's ability to use language to connect with their world as they engage with others to solve problems and contribute to group outcomes.	Chn. now challenge themselves and their learning. They contribute their ideas in play, group discussions & to engage in relationships.
Improved ECD and parenting outcomes (children's centres only)	We used the "You Can Do It" Program Achieve, social & Emotional skills program. This was used to teach positive attitudes and social-emotional skills that dev. young chn's resilience, confidence, persistence, organisation & ability to get along with others. This was targeted as it is an area of focus with AEDC data.	Children used the language of the program at home with their families, as well as kindy. Chn's learning dispositions flourished.
Inclusive Education Support Program	The funding was used to support small groups of children and work towards specific speech/language goals that were developed to support and extend these children's receptive and expressive language. There were also specific small groups focused on language extension, concepts & vocabulary building.	The children's vocabulary increased, along with their ability to ask & answer questions which was greatly improved.
Improved outcomes for non-English speaking children who received bilingual support	Not applicable to our site.	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.