



Chandlers Hill Kindergarten

2021 annual report to the community

Chandlers Hill Kindergarten Number: 3615

Partnership: South Valley

Signature

Preschool director:

Mrs Rachel Douglass

Governing council chair:

Rochelle Caudle

Date of endorsement:

16 February 2022



Government
of South Australia
Department for Education

Context and highlights

Our site is a full time site with a cap of 55 children and is a stand alone site. Our Kindergarten sessions are 9am-3pm and operate 5 days per week, Group 1 attend on Mondays, Wednesdays and alternate Fridays and Group 2 attend on Tuesdays, Thursdays and alternate Fridays. Our Kindergarten is opposite Happy Valley Primary School and within walking distance to Stepping Stones CCC, Blue Dolphin Swimming School and Bethsalam Aged Care. We started and ended the year being full. We had a couple of children start school mid year and we filled those positions with children moving into the area from interstate. We have a very stable staff team with a full time Director, two part time teachers who are both permanent (each one allocated to separate groups) and two part time early childhood workers along with one preschool support worker. We have had a much larger percentage of girls this year which was unusual for our site. The majority of our families have one parent working full time and the other working part time, we have a smaller percentage of families where both parents work full time or have only one parent working. We have a strong focus on transition and the children who attend HVPS from our Kindy have a 2 year transition - one year prior to starting school and during their reception year - in the form of regular visits to the school and the school children coming back and visiting us. We have had many highlights throughout the year some of which comprise of our obstacle-a-thon where parents and families were invited to Kindy to watch their child participate in an obstacle course that raised money to replace worn out equipment for our Kindy. Another successful event was our excursion to the Hahndorf Farm Barn and we had a wonderful response from the children and families. Children's learning continued throughout the following term and it was a catalyst for their creativity. The children also really enjoyed learning about life-cycles. We provided the opportunity for the children to engage in hands on learning with observing the metamorphosis of a Monarch butterfly and learning about the life-cycle of a chicken and watching living eggs hatch. These experiences provoked curiosity, lots of questioning and sharing of experiences. This year we replaced our carpet in our group room and pulled up the carpet in one of our other main rooms and replaced it with wood look lino and long with removing the old tiles in our entrance and replacing them with the same wood look lino to create a more modern and clean appearance.

Governing council report

2021 was certainly a year full of challenges with the Chandler's Hill Kindergarten team, students and families navigating through the stress and ever changing requirements brought on by COVID 19. This affected our ability to hold some of our Governing Council meetings in person and resulted in having a majority of them online. While not ideal this was still an effective way for us to work together.

With limited events and fund raising opportunities I am thankful that the Governing Council was able to raise some funds for the kindergarten by making the obstacle-a-thon a fundraising event. Children were able to collect sponsorship pledges from family and friends for every lap of the course that they completed. This event was a great success thanks largely to the Chandlers Hill Kindergarten staff. We were able to raise funds without putting too much financial pressure on families. We did pursue a community sausage sizzle at Bunnings Reynella but unfortunately were unable to accept the allotted time due to an increased number of volunteers required and lack of families able to participate.

It has been a privilege to be Chair Person of the Chandlers Hill Kindergarten governing council this year and I would like to commend Rachel for her management of the centre. It is obvious that she works hard to create an optimal environment for the kindergarten children and staff. She has navigated the challenges of running a kindergarten in the middle of a pandemic with skill and compassion. On behalf of the parents I would like to extend my genuine appreciation to all the staff for providing a safe and welcoming environment for the children to grow and learn throughout the year. All the teachers are so genuinely passionate about their work and this is reflected in the positive experiences that the children enjoyed throughout the year.

Rochelle Caudle
Chairperson

Preschool quality improvement planning

This year our site had had a primary focus on extending children's ability to use language to connect with their world as they engage with others in increasingly sophisticated ways. We achieved this through modelling language and encouraging children to express themselves through language in a range of contexts and for a range of purposes. This enabled children to use language to connect and feel connected with their world.

We identified those children requiring additional support with speech and language as well as social and emotional skills so they could engage more fully in the learning environment with peers and educators.

Educators taught positive attitudes and social-emotional skills that developed young children's resilience, confidence, persistence, organisation and ability to get-along with others. We had a weekly focus throughout the year - Program Achieve.

Educators encouraged children to exchange their ideas, thoughts, questions and feelings and to use a range of tools and media including music, dance and drama to express themselves, connect with others and extend their learning.

Educators encouraged children to express their knowledge and understanding of texts through book based learning, using a different focus book each term. Data was gathered about children's understanding of the given text at the beginning of the term and after engaging with the text in various forms throughout the term their understanding was re-examined to establish growth in understanding.

Throughout the year it was extremely apparent that children engaged more in reciprocal shared conversation, their vocabulary and understanding was expanded and they were able to discuss/express their ideas and describe experiences. The children actively inquired to make meaning and they also demonstrated critical understanding of texts.

A couple of highlights were that three children who had elective mutism gained the confidence and security to talk to educators and they used music, dance and drama to express themselves and showed great pleasure through this form of expression.

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2018	52	52	51	51
2019	55	56	55	53
2020	55	55	53	51
2021	53	55	54	55

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	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%	95.2%
2021 centre	93.2%	93.4%	94.0%	98%
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

Our children generally have very good attendance. All but three children attend 15 hours per week and the children attend unless they are sick or on a family holiday. All non-attendance is followed up with a phone call.

Destination schools

Feeder Schools (Site number - Name)	2018	2019	2020	2021
1226 - Craighburn Primary School	5.0%	7.4%	6.7%	8.8%
171 - Happy Valley Primary School	60.0%	61.1%	62.2%	76.5%
8456 - St Martin de Porres School	0.0%	0.0%	0.0%	5.9%

NOTE: The data is collected in Term3. 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), Term3 2021 collection.

Destination schools comment

The majority of our children attend Happy Valley Primary School and the second most attended school is Aberfoyle Hub R-7 School. We have a few children attend Craighburn Primary School and then the odd child attending Braeview, Thiele, Flagstaff Hill, Pilgrim, Woodcroft College, McAuley Community School and Parkside Primary and Coromandel Valley Primary School.

Family opinion survey summary

Family comments on teaching and learning:

I've absolutely loved having my 2 daughters attend Chandlers Hill Kindy over the last 2 years. It's a beautiful Kindy and the staff and so lovely.

The teachers here are so supportive of the children and their families. They create wonderful learning experiences and are very patient and kind.

We are constantly blown away by the quality of teaching and learning.

Family comments on support of learning:

My child has ASD and the staff are very friendly and willing to listen.

Family comments on Relationship and Communication:

The SeeSaw app helps us keep in contact easily and receive information about what is happening at kindy.

All of the Teachers and Educators have good relationships with the children, it is very apparent they care and listen to them.

Teachers are always willing to discuss my child's needs.

Family comments on Leadership and Decision Making

The Director has created a well organised and smooth functioning kindergarten that keeps families well informed of the teaching and learning that is happening at Kindy. She is always happy, friendly and very welcoming and makes herself available to provide assistance, support and guidance.

I have received lots of help in getting additional support for my child through NDIS from the Director.

Well managed kindy.

Relevant history screening

All of our teachers and educators have had a relevant DCSI screening along with all facilities workers that come on site, governing council, cleaners and gardeners.

Financial statement

Funding Source	Amount
Grants: State	\$468,835
Grants: Commonwealth	\$0
Parent Contributions	\$39,670
Other	\$1,800

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 was used to enable staff to attend training and development to ensure a whole of site focus and approach to our PQIP and the focus of literacy.	There was a lot of progress towards our challenge of practice and our goal was achieved. We will continue to embed the parts that are not yet embedded next year.
Inclusive Education Support Program	The funding was used to support our children with additional needs. We were supporting children with speech and language delays, ASD, anxiety and delays with play skills. Special programs were designed to support these children's confidence in areas of struggle as well as development of skills. Support was provided so that all children could participate in our kindergarten program with scaffolding.	We had three children with selective mutism at the beginning of the year and all of those children were talking by the end of the year. Children's participated in everything.
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.