



Akuna Kindergarten

2020 annual report to the community

Akuna Kindergarten Number: 6510

Partnership: Blue Lake

Signature

Preschool director:

Mrs Brooke Winterfield

Governing council chair:

Bianca Taylor

Date of endorsement:

22 January 2021



Government
of South Australia
Department for Education

Context and highlights

Akuna Kindergarten is a standalone kindergarten, located in a high growth area in the North East quadrant of Mount Gambier. Every year there is a high level of interest from families wishing to enrol their child at Akuna Kindergarten. Throughout 2020, family's access to preschool was provided over a two week cycle, totalling 30 hours per fortnight. We began 2020 welcoming 66 new children and their families to our centre. A site coordinated Playgroup also operated on Fridays from 9.30 – 11am and continued to implement knowledge from engaging with Jane Lemon in the previous year. Playgroup also continued to implement the SPICE kit to support families with everyday language and engagement with their child, using the 'together messages' in person and in an online platform. Through engaging in practitioner inquiry we critically reflected on practices as well as incorporated our Quality Improvement Plan. This enabled us to strengthen the effectiveness of the cycle of planning, focussing strongly on analysing individual children's learning. Through multiple ways we increased the engagement and connectedness of parents, educators and the community with each child's wellbeing and learning with positive outcomes for all learners. In a COVID-19 year we were able to continue engagement with families outside of the kindergarten environment and in an online platform, ensuring that we were well prepared to provide at home learning and effectively delivering our curriculum online. We utilised the RRR to improve and shift teaching pedagogy, particularly in literacy and collaborated with local professionals and our staff team to build on and make improvements that have better outcomes for educators and children. Akuna Kindergarten highly values involvement within the community and with being unable to engage in a lot of excursions that we normally do we were able to support children's learning through inquiry learning. We have also connected with community members such as local schools and kindergartens face-to-face and in an online way. We began deeply exploring the value of 'child voice' in our planning and curriculum through pedagogical documentation and will continue to build on this in the coming years.

Governing council report

Well... what a year 2020 was! A year that saw a world wide pandemic unfold to cause a lot of chaos, uncertainty and change.

First of all, well done to the staff and educators within Akuna Kindergarten, this was something that was completely out of your control, but yet you mastered the changes required perfectly! Thank you for putting yourselves and your families at risk to continue our children's learning and growth. You all worked so hard to continue communicating with our families to ensure we all felt safe, warm and welcomed, even through the times of having to drop our children at the front gate to abide the COVID guidelines! Throughout the year Akuna staff and parents rallied together for a number of fundraisers including the popular and successful Obstacle-A-thon which helped raise funds towards the payment of the new play equipment and area. A great day had by all. Thanks to the generosity of the Akuna Kindy Community. While managing the off and on-again restrictions, Akuna staff and children were able to go on a number of excursions, walks, bus trips and visit MacDonal Park Primary School. This enabled the children to continue to learn, explore and appreciate what our Community is about and offers! This year saw staff members continue professional development to enhance their knowledge to enable better outcomes for our children. Due to COVID19 some training was done remotely and well received by Brooke & Tiana! The Circle of Security program was also offered again this year which saw a number of parents appreciate the opportunity to learn, gain support and benefit from. On behalf of the Akuna Kindergarten Governing Council, thank you to the team at Akuna Kindergarten for their hard work, providing our children with such amazing opportunities and experiences.... Even through a Pandemic!

Improvement planning - review and evaluate

Educators confidently built on their understanding of how to extend children's ability to create and make meaning and build on their use of sophisticated language to express ideas. Educators built on their conceptual understanding of literacy concepts through the use of teaching sprints. This enabled educators to continue improving on their practice to have better outcomes for children's learning particularly within book making. Building on from last year, educators continued to explore book making through a different lense, looking at how we could better engage in the composing and crafting stage, enabling children to build on the way they create and make meaning. It was evident that after a period of time children were increasingly showing confidence to use sophisticated and higher vocabulary throughout their book making and transferred this into other areas of their play. Educators used RRR to review and collaboratively reflect on individual practice to bring to light areas of improvement and growth, using relevant PD to enhance and expand knowledge in the literacy area. Through reviewing the quality improvement plan, it was evident that majority of children showed growth in their ability to create and make meaning, using sophisticated language to express their ideas in multiple ways. It was also evident through reflections after teaching sprints, throughout PDP conversations, educator observations and analysis of learning for each child, that educators built on their existing knowledge and were able to articulate growth for themselves and what outcomes this had for children they engaged with.

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2017	75	76	76	77
2018	73	73	71	73
2019	71	70	70	72
2020	66	64	66	66

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

During 2020 our enrolment cap was changed to 66. Decreases in our enrolments is most likely due to the increase in trained preschool teachers operating preschool programs at many of the local childcare centres. Local childcare centres provide flexibility for families with earlier and later drop off and pick up times.

Attendance

	Term 1	Term 2	Term 3	Term 4
2017 centre	92.2%	91.8%	91.2%	92.1%
2018 centre	95.5%	93.0%	93.1%	91.8%
2019 centre	93.2%	89.0%	73.8%	89.2%
2020 centre	94.2%	84.0%	91.8%	#Error
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

Attendance percentages are based on the calculated deemed attendance (integer), divided by the number of enrolments. This data indicates that the percentage of attendances, whilst still high across the year, slightly decreased each term due to increased illness and holidays during the assessment period. It is noted that attendance percentages in 2020 are slightly lower than previous years in term 2 and can be attributed to illness and COVID-19 with parents choosing to keep children home for online learning towards the end of term 1 and start of term 2. Data collected shows that attendance percentages at Akuna Kindergarten continue to be generally higher than state attendances in Terms 1, 2 and 3.

Destination schools

Feeder Schools (Site number - Name)	2017	2018	2019	2020
724 - Compton Primary School	6.0%	1.0%	0.0%	4.4%
148 - Glenburnie Primary School	10.0%	4.0%	13.6%	8.7%
1021 - McDonald Park School	58.0%	52.0%	45.5%	45.7%
265 - Mil Lel Primary School	1.0%	3.0%	0.0%	4.4%
953 - Mount Gambier North Primary School	0.0%	0.0%	0.0%	4.4%
290 - Reidy Park Primary School	10.0%	19.0%	18.2%	19.6%
422 - Suttontown Primary School	1.0%	1.0%	0.0%	4.4%
501 - Yahl Primary School	5.0%	4.0%	6.8%	6.5%

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), Term3 2020 collection.

Destination schools comment

Akuna Kindergarten continues to feed to various schools in Mount Gambier and surrounding districts. During 2020 it was noted there was a slight increase of children attending our closest school McDonald Park. There has been an increase in families choosing to attend smaller schools such as Compton, Mil-lel and Suttontown. Our biggest small feeder school continues to be Glenburnie, however we had a decrease in numbers going to Glenburnie due to families choosing other small schools.

Client opinion summary

The purpose of the parent opinion survey is to gather information from parents to determine their feelings on our service delivery. All families were provided with the link to the survey and instructions, there was a lower number of families who completed this survey, not making it a completely accurate picture of service delivery. We also, as a service, provide another survey to all families at the end of the year based on the National Quality Standards. This provides more information that is relevant to our site and helps to inform our improvement planning for future years.

It was noted that throughout all the families surveyed, there was a consistent consensus that we provided great quality teaching and learning environments, are always supporting children and families and are continuously upskilling staff which benefits everyone. Parents also offered helpful suggestions to continue improving our curriculum and site-based approaches.

Relevant history screening

Our Site leader was responsible for ensuring that our site complies with the screen verification responsibilities. Her role included sighting and recording clearance information on the HRS System where possible as well as ensuring all screening clearances with their expiry dates are stored securely at the site. All staff, students, volunteers and our playgroup Coordinators have current DCSI or the new WWC checks. Teachers on site had current checks through the Teacher Registration Board of SA Screening Process and these were also recorded on HRS system.

Financial statement

Funding Source	Amount
Grants: State	\$481,007
Grants: Commonwealth	\$0
Parent Contributions	\$33,423
Other	\$28,168

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	Staff were engaged in Professional Development linked to the LDAR strategy. Funding for improved outcomes in literacy and numeracy was allocated to professional development of staff through accessing PD, purchasing of professional texts and for the development of rich data sets to track and monitor children's learning	All children made progress that was documented against literacy and numeracy outcomes.
Improved ECD and parenting outcomes (children's centres only)	N/A	N/A
Inclusive Education Support Program	Through the IESP grant, funding was used to employ ECW's. This enabled us to implement individualised programs and additional support based on identified goals in One Plan's and site planning in consultation with special educators, speech pathologists and other agencies.	Children with additional needs received adequate support and intervention to achieve their identified 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.