



Akuna Kindergarten

2022 annual report to the community

Akuna Kindergarten Number: 6510

Partnership: Blue Lake

Signature

Preschool director:

Miss Tiana Pietrafesa

Governing council chair:

Sarah Ransom

Date of endorsement:

22 February 2023



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 and is part of the Department for Education's Blue Lake Partnership. The Boandik people are the traditional owners of the land on which the kindergarten resides. The name 'Akuna' comes from the Aboriginal word meaning 'flowing water', a word that exists in no other language. Each year there is continued high interest from families in enrolling in our service, with our capacity currently capped at 60 children.

The service operates from 8.30 - 4pm Monday through to Friday, with sessions for children running 9am - 3pm across these days. Family's access to preschool is provided over a two-week cycle, totalling 30 hours per fortnight throughout the year. Akuna is staffed with a 1.4 teacher, 1.0 director, 1.0 ECW and 4 other ECW's based on support for individual children.

We offer playgroup every Friday from 9.30-11.30, run by two of our ECW's. Our playgroup curriculum is guided by talk, play, read, sing and do.

Our preschool quality improvement goal and priorities are developed through data collection, analysis and decision making along with reflections against the National Quality Standards to identify our strengths and areas of growth. We analyse a focus group of 10 children that represent our cohort of children twice a term against our success criteria. We analyse the growth we are seeing in children and what strategies have been successful for educators. We also identify gaps in our data and curriculum and ensure our next round of the planning cycle is inclusive of data being missed. Through the success criteria analysis we are able to summarise our data for the year to develop our where to next as a site. We reflect against the National Quality Standards as a whole staff team, identifying strengths and areas to improve on.

Governing council report

I believe I speak on behalf of all the parents and children who were involved with Akuna Kindergarten in 2022, that it was a fabulous year. It is reassuring as a parent to know your child is being cared for and nurtured whilst embarking on their educational journey. It was fascinating to watch the progression of all the children's development across the year; showing increased independence, forming friendships and their emotional-social connections with peers and staff and expanding on their learning abilities across all levels of the curriculum, all whilst having lots of fun.

The team at Akuna Kindergarten were confident in delivering appropriate care and education to our children, all whilst making it a relaxing and carefree environment for the children to learn and play.

Our children were lucky enough to participate in some excellent excursions throughout the year, with the help from many parents and friends. The students enjoyed visits to the; Sir Robert Helpmann Theatre, Ag Learning Centre, the Valley Lakes and at the end of the year they all took a bus ride around town to visit the schools they would be attending the following year- just to name a few.

The students also participated in "Akuna Warrior", which was a fun filled day. The children enjoyed dressing up in their team colours and cheering one another on. They all participated in an obstacle course and other team games such as; tug-o-war and the baton relay.

The end of year concert was another highlight where parents could watch on and be very proud of their child standing up in front of everyone singing and dancing, having a wonderful time. The teaching staff put in so much effort to make this day perfect and all the hard practice paid off.

Thank you to everyone who helped out with fundraising throughout the year. All of the fundraisers were a huge success; pie drive, wine drive, tea towels and picture plates to name a few.

Being a part of the governing committee has been a wonderful experience for me. It was a great way to get to know people and it's been invaluable to have an insight into the curriculum and direction that the teachers and educators take with it.

I speak for all of the governing committee and parents alike when I say that Akuna and its dedicated staff have been an absolute pleasure in 2022 and I for one am personally very pleased to have shared this year of my sons life with you all.

Sarah Ransom
2022

Preschool quality improvement planning

Goal – Extend children’s use and understanding of conceptual vocabulary to make meaning with others

Challenge of Practice – If educators engage in sustained shared thinking in play, then we will see children using and understanding conceptual vocabulary to make meaning

What progress have we made against our goal?

Through educators engaging in sustained shared thinking in play children have developed their tier 2 and 3 conceptual vocabulary to express their thinking and ideas. Through educators engaging in a range of questioning strategies as well as the colourful semantics tool children have been increasing their use of complex sentences when engaged in conversations to solve problems, clarify concepts and extend a narrative with both peers and educators. By implementing the define, do, revise strategy educators have provided opportunities for children to transfer their understandings of concepts into different contexts throughout the kindergarten.

What factors have been critical for success?

- Define, do, revise strategy)
- Book unpicking- for focus vocabulary
- Resources available that are linked to specific vocabulary
- Providing a vocab rich environment
- Sustained shared thinking- being more mindful at adding this to our observations
- Educators modelling key vocabulary in play
- Bloom’s taxonomy questioning techniques to help support children’s thinking, vocab and complex sentences
- Colourful semantics - being more mindful of how we can extend children’s sentences

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	71	70	70	74
2020	66	64	66	66
2021	64	66	61	64
2022	56	58	59	59

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	93.2%	89.0%	73.8%	89.1%
2020 centre	94.2%	84.0%	91.8%	91.1%
2021 centre	89.7%	88.3%	93.6%	89.8%
2022 centre	77.0%	86.7%	85.8%	94.6%
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

The data outlines attendance percentage for Akuna Kindergarten. It is inclusive of all 2022 preschool enrolments. This data indicates that the percentage of attendances was slightly higher than previous years. Data collected shows that attendance at Akuna continue to be generally higher than state attendances. Our percentages are higher than the year before due to less COVID-19 restrictions.

Destination schools

Feeder Schools (Site number - Name)	2019	2020	2021	2022
1021 - McDonald Park School	45.5%	45.7%	54.9%	100.0%

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

Akuna Kindergarten continues to feed to various schools in Mount Gambier and surrounding districts. Many of our children were siblings of children attending McDonald Park Primary School.

Enrolments to private schools increased with children attending St Martins Lutheran College and Tenison Woods College. We also had children attending majority of our small schools including Mil Lel, Glenburnie, Suttontown and Yahl and Allendale.

Family opinion survey summary

The purpose of the parent opinion survey is to gather information from parents to determine their feelings on our service. All families were provided with a link to the survey. It still continues to have a low number of families completing the survey, not making it a completely accurate picture of service delivery. We aim to seek parent feedback across the year to gain more of an understanding from our families.

Throughout the survey, parents indicated that there was happy with the quality teaching and learning programs we provide. They also indicated that we build strong relationships with children and families as well as have good communication and effective leadership and decision making in the kindergarten. Families verbally commented how safe they felt bringing their child to Akuna and how well they are supported across multiple learning areas.

In 2023 we will look at how we engage families and community within the curriculum. Parents are happy with the curriculum we provide, and we will identify ways we can continue to strengthen these partnerships.

Relevant history screening

Our site leader was responsible for ensuring that our site complies with the screening verification responsibilities. This includes sighting and recording clearance information on the HRS system as well as ensuring copies are stored securely on site. All staff, students, volunteers and play group coordinators have current working with children's checks. Teachers also had current checks through the Teacher Registration Board of SA screening process.

Financial statement

Funding Source	Amount
Grants: State	\$548,126
Grants: Commonwealth	\$0
Parent Contributions	\$31,554
Other	\$697

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	Funding for improved outcomes in literacy and numeracy was allocated to professional learning of staff, particularly linked to our sites quality improvement plan. 1 on 1 and small group intervention was provided to support outcomes for children as well as to develop quality data to track and monitor children's learning	All children made documented progress against the EYLF and the preschool literacy and numeracy indicators. We had good data linked particularly to children's vocabulary development.
Inclusive Education Support Program	The IESP grant funding was used to employ ECW's at Akuna to implement individualized programs and addition support based on identified goals. We consulted regularly with the behavior coach, special educators, speech pathologists and other agencies.	All children with additional support made documented growth against individualized goals and received timely support to achieve this.
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.