

# Agnes Goode Kindergarten



## Annual Report 2014

## Context

**Preschool Name:** Agnes Goode Kindergarten      **Preschool Number:** 4601

**Preschool Director:** Kathy Wiseman & Marie Kelakios      **Region:** Eastern

**CONTEXT-** Agnes Goode Kindergarten is a fulltime kindergarten in Stepney, with 67 children enrolled, plus an integrated Occasional Care program, for children younger than kindergarten age (approximately 100 enrolments, full to capacity with a waiting list). All staff are part time and job-sharing: two Directors, two teachers, two kindergarten ECWs, two Occasional Care ECWS, three preschool support staff and two bilingual assistants. Communication, collaboration and continuity are priorities. We have 9 children with additional and more complex needs and 11 children with English as a second language (9 different languages). Our main feeder schools are East Adelaide and Norwood Primary Schools.

## Quality Improvement Plan

See *attachment – **2014 Quality Improvement Plan summary***, incorporating the annual review, achievements and next steps against the seven quality areas.

2015 Quality Improvement Plan development in progress.

## Intervention and Support Programs

Throughout 2014 we had 9 children with additional and more complex needs attending the mainstream kindergarten. Their individual needs included speech, language, Autism, and behavioural issues, which impacted on their ability to access the curriculum, and required specialized support (eg negotiated education plans, speech therapy) and support through the Early Childhood Support Services (DECD) and input from a range of specialists, in the public and private sector. We received support hours each term, through the funded Preschool support allocation, which enabled targeted, individualized intervention to support their learning needs, in the kindergarten, and to support successful transition into the schooling sector (eg mainstream, where appropriate, as well as specialized settings and placement options).

## Report from Governing Council

See attached [Governing Council 2014 Report](#)

## Student Data

### Enrolments

We began 2014, with the new Single Intake to kindergarten, with 67 fulltime enrolments. All children (turning 4 before the end of April 2014) started together at the beginning of term1, and 64 finished at the end of term 4, before beginning school in the 2015 Single Intake to School.

## Attendance

Our attendance remained very high and stable across the year. Approximately 80% of children attend the Occasional Care program, before transitioning into the full time Kindergarten.

## Feeder Schools

Our main feeder schools continue to be East Adelaide School, and Norwood Primary School, and we have developed close working relationships, including shared professional development and transition planning with local school staff.  
See attached school destination data.

## Client Opinion

Due to the low number of Parent Opinion Surveys completed (less than the required minimum) in the collection period, we were unable to receive DECD tabulated data.

## Financial Statement

See attached [2014 Financial Statements](#).

**SITE PRIORITIES 2014** – achievement of National Quality Standards; implementation of the Single Intake model and effectively managing its implications; staff Performance Planning, incorporating relevant, meaningful training and development (including Advanced Skills teachers and supporting all staff in meeting national qualification requirements); meeting new Record's Management legislative requirements; updating policies, procedures and our website; effective use of ICT to enhance children's learning, and as a tool to effectively communicate with our local and broader community; OHS; incorporating 'children's voice' and making learning increasingly 'visible'; and effective change management as part of DECD's restructure, as we moved into our new 2014 Partnerships model.

**CHALLENGES** - none of the above are cost neutral, and state and Federal requirements, as well as site specific priorities, must be managed within the kindergarten's very small, finite financial and human resources budget. We continue to reflectively and proactively plan as a site team on continually improving our practice. We continue to explore ways of managing the implications of the Single Intake - eg all 70 new children beginning 2014 together, with the broader cohort starting aged from 3.8 - 4.8 years, and developmentally appropriate provision of curriculum, pedagogy, learning environments, resources, assessment, expectations and successful transition into the school – Single Intake- setting. Supporting 'at risk' children and those with more complex needs in our sites and through informed transitions continues to be a focus in this new model. Focusing on our core business of "educating children", must be balanced with increasing administration and leadership loads, while retaining a passion for education and a healthy work/life balance for all.

**OPPORTUNITIES** - We look forward to working with all of our new families and children in 2015. The priorities in our **2015 Quality Improvement Plan** include a strong focus on Numeracy and Literacy, an emphasis on both intellectual and dispositional learning, and building children's capacity to become '*powerful learners*'.

We are inspired by the exciting re-development of the outdoor learning environment, focusing on Nature Play.

We are exploring opportunities with our new educational Partnership, (Early Years, Primary and Senior School, birth – 18 years) working with new colleagues, building connections and developing shared priorities that are relevant, meaningful, and ultimately ***improving learning outcomes*** for all of our students.

