



Clarence Park Community Kindergarten

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2020 annual report to the community

Clarence Park Community Kindergarten Number: 4617

Partnership: Greenhill South

Signature

Preschool director:

Ms Rita MacFarlane

Governing council chair:

Nicki Lees

Date of endorsement:

1 February 2021



Government
of South Australia

Department for Education

Context and highlights

Site context and highlights (2,500 maximum characters)

PRESCHOOL CONTEXT STATEMENT Updated: 12/20

Centre number: 4617

Centre name: Clarence Park Community Kindergarten

1. General information

Preschool Director: Rita MacFarlane

Postal address: 5 Parker Terrace, Clarence Park SA5034

DfE Partnership: Greenhill South

DfE Region: Eastern Adelaide

Geographical location: Approximately 5 kms from CBD

Telephone number: (08) 8293 5652

Fax number: (08) 8371 4958

• Preschool website address: www.clarenpkgn.sa.edu.au

• Preschool e-mail address: dl.4617.leaders@schools.sa.edu.au

Enrolment/Attendance: The service has an assigned physical capacity of 60. Our enrolment cap is 55. Current staffing allocation of one director, one teacher universal access 0.4 teacher and part time ECW. ECW is topped up through kindergarten budget on a needs basis.

We are a stand-alone kindergarten.

Programs operating at the preschool

Sessional kindergarten (up to 15 hours per week) with full day options between 8.45am and 3.15 pm. Mondays through to Thursdays. Families are able to choose their attendance pattern. A daily lunch care cost is an additional part of the parent financial contribution structure.

Clarence Park Community Kindergarten is located approximately 5 kms from the Adelaide CBD. We are nestled in a quiet suburban area, in close proximity to the Clarence Park railway station and to Clarence Park Community Centre.

We are a government funded, full time Kindergarten through the Department for Education. (DfE).

At Clarence Park Community Kindergarten, we plan and implement a stimulating and dynamic learning program for children a year before they start school. Our program is developed around a play based curriculum, children's interests and needs and is underpinned by the national Early Years Learning Framework: Belonging, Being and Becoming.

We provide a quality early childhood environment for the education and care of young children. We aim to foster an enthusiasm for learning and to support the wellbeing of each individual child through a holistic educational approach. Our staff are committed professionals working in partnership with families to deliver a play based, child-centred curriculum.

The program supports the needs and values of the children, their parents and the community.

We provide flexible sessions. Parents choose their own sessions to make up the 15 hours of kindergarten.

The children attend Monday to Thursday on the following times.

Morning 8.30 -11.30

Lunch care 11.30 - 12.00

Afternoon 12.00 - 3.00

Framework used: We use the national Early Years Learning Framework to support our planning and assessment.

Highlights for 2020 included;

- Painting of the shed with an indigenous mural, by Scott Rathman who is well known indigenous artist throughout Australia. We felt privileged that he was able to do this work for us which included running a dot painting workshop for the children. Scott explained the meaning behind the images he painted to give our Educators, children and parents, more insight into his art work. The children continued to experience various art forms throughout the year.
- The impact of COVID -19 enabled us to explore online programs for pedagogical documentation and reporting to parents. Three iPads were purchased and Seesaw was introduced as a means of communication between Educators and families. It proved to be very successful particularly in term 2 when many children were learning from home. It enabled us to connect with our children and parents and to continue our programs successfully.
- 'Walk and Talk Learning Adventure.' COVID-19 meant that parents were unable to come onto the kindergarten premises for most of the year. As things began to ease off we invited the parents in, by way of a roster system, to view the kindergarten, look through the children's journals and connect with the Educators. The children were responsible for showing their parents their journal and favourite parts of the kindergarten. This program was very well received by the parents who provided us with very positive feedback after the event. The children confidently and purposefully articulated their learning.
- We raised chickens from eggs and ran a competition for naming the chickens that we decided to keep. This provided families with involvement on line in the middle of the pandemic, as our attendance numbers were falling. With all the names presented our two chickens ended up being called "Nugetty Elsa" and Jack, Jack Treehead." Very unusual names, but when left to the decision of children, creativity is at the forefront. The decision was made from four names that received the most votes. The votes were combined and the result priceless.
- We were very grateful for the \$20,000.00 grant, spending it on a sandpit renovation. We employed the company 'Climbing Tree' to install a water hand pump and re-do our sandpit to include a water course. The play in the sandpit transformed immediately. Instead of a bucket and spade sandpit it became one of wonder, amazement with the use of STEM. Literacy and communication also being a vital ingredient in the future of our sandpit for effective, adventurous play. Endless opportunities can now be explored to learn about the movement of water.
- Parent Involvement was a little challenging in 2020, however even though parents were not able to come on site for much of the year the Wheel-a-thon was a huge success. Parents, grandparents and carers lined the kindergarten fence to watch the children ride laps of the bike track in an effort to raise money through sponsorship. The total raised for this one and only fundraiser for the year exceeded \$4,000.00. A fabulous effort by all involved.

Governing council report

Chairperson's Report 2020

The COVID-19 pandemic shaped the decisions and achievements during 2020, and presented both challenges and opportunities. The staff, Governing Council, parents and children have displayed continued resilience and adaptability during the ever-changing environment this year.

The pandemic meant that it was not possible to fundraise in the same ways as done in the past. One fundraiser was held this year, a wheel-a-thon, with socially distanced parent spectators. The event was a great success and raised \$4,855, with funds being used to purchase new equipment.

A number of renovations were completed, including painting the shed with indigenous art, renovating the front garden garden-beds and utilizing the Government's \$20,000 grant to install a water play feature in the sandpit. This has been an absolute hit with the children and money well spent.

The pandemic has meant that a lot more had to be done online – including governing council meetings held over zoom, online training for educators, and the implementing of Seesaw, the centres learning management and parent communication system.

The governing council agreed to freeze parent contribution fees for 2021, in response to the current economic climate.

Excursions weren't possible this year, but the children cared for two chickens, Nuggety Elsa and Jack-Jack Tree Head, and had animal visitors for term four from the Nature Education Centre. They also tended to a productive garden and harvested vegetables to try.

Parent participation, events and volunteering was severely restricted, but we managed to do a parent walkthrough of the kindergarten, held as a tour led by their child. Parents loved the opportunity to see the kindergarten through the eyes of their child.

The Sun protection policy and the skin protection and hot weather policies were both updated during the year.

End of year celebrations also look a bit different due to COVID, but the children are still able to celebrate with a pyjama day (as requested by the children), a visit from a magician and a water play / slip-n-slide day all in their final week. Thank you for the wonderful year.

Nicki Lees
Chairperson

Improvement planning - review and evaluate

Our PQIP goal in 2020 was "To increase children's engagement during intentional teaching moments."
Our Challenge of Practice was; "If we utilize children's skills and interest and are mindful of their feelings and emotions, then we will increase and maintain children's engagement during intentional teaching moments."

TRAUMA INFORMED PRACTICE

The staff team was involved in professional development on Trauma informed practice facilitated by Connected Self. The training started with a full day in term 1 followed by reflective practice sessions twice a term for the remainder of the year and into 2021. We were able to implement consistent strategies to deal with children's emotions and wellbeing. Children became strong in their social and emotional wellbeing, evident by the use of the emotions table and reference to the book the 'Colour Monster' written by Anna Llenas, throughout the year. Our learning influence the program in many positive ways. The children learned about their brain as their control centre. Most children were able to name the parts of the brain, the hippocampus and amygdala being their favourites. Communicating our learning to parents regularly (and incidentally) was extremely valuable. Many of them reporting back to us about their children's positive changes of behaviour as well as strategies they used for calming. At the conclusion of the year when the children were asked to reflect on 2020, emotional literacy was very strong in their comments. Some examples of these are:

"I feel loved at kindy because I can do my favourite things and I love my friends" (Ja, aged 4)

"I feel happy and sad. I am sad because I am leaving kindy and happy to play with my friends." (Jo, aged 4.5)

"I feel a little disappointed because it is almost the end of term 4. I also feel a bit excited, nervous and sad on the last day of kindy and new school." (N, aged 5.5)

"The first time when I came I was nervous, but now I am really really brave. It's so fun here" (R, aged 5).

"I feel calm at kindy because of the trees and some people make me happy." (A, aged 4.5)

These comments strongly indicate that our success criteria were met as children showed that;

They were able to interact to others with care, empathy and respect.

They became strong in their social and emotional wellbeing.

CRITICAL REFLECTION

Using critical reflection as a qualitative measure of success provided the Educators with many opportunities to collaboratively plan appropriate experiences and provide resources specific to children's needs. I led the team through reflective processes to determine our areas of strength and where refinement was needed to improve the learning outcomes for children, implemented during pupil free days, staff meetings, professional learning communities and daily reflections. Included in the reflections/critical analysis were videos by Alma Fleet and Anthony Semens, who were leading our Partnership in LDAR. Through the work in LDAR our lead teacher prepared an audit summarizing all the documentation implemented at our site. Throughout the year documentation was critically reviewed until we collaboratively concluded the most meaningful, relevant and purposeful documentation that we will continue to use.

Working from children's voice in play, by setting up a data wall helped with the fortnight cycle of planning. We were able to identify at a glance, the children who were more visible in their learning.

Including the use of a Critical Reflection book formalised our thoughts and ideas setting us on a path for the implementation of strategies to engage children in their learning.

All of the quality areas were met and make up the strengths of our kindergarten.

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2017	35	38	38	37
2018	41	42	40	39
2019	50	47	48	46
2020	53	N/A	46	45

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 the year with 52 children.
A number of children were enrolled in private schools for reception. This meant a drop in enrolments in the second semester.
Over 70% of our enrolments were Australian in 2020.
Two children enrolled were of indigenous culture.
Other cultures represented were Greek, Chinese, German, Italian, Lebanese, Irish and New Zealand

Attendance

	Term 1	Term 2	Term 3	Term 4
2017 centre	93.1%	87.0%	85.4%	81.4%
2018 centre	90.2%	94.6%	83.6%	87.8%
2019 centre	94.4%	93.3%	86.5%	88.0%
2020 centre	92.3%	N/A	92.2%	#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

The percentage for term 4 wasn't provided however our term 3 attendance rate was 92.2% which was above the state attendance of 84.7%

This year was particularly tricky for attendance particularly in terms 1 and 2 as it fluctuated with the COVID-19 pandemic.
Our attendance rate was high.
Travel restrictions are a likely factor to have affected this. Lack of illness in children due to improved hygiene practices also played a part in higher attendance rates.
During the pandemic we continued with a third of our children attending preschool daily.

Destination schools

Feeder Schools (Site number - Name)	2017	2018	2019	2020
548 - Black Forest Primary School	63.0%	40.0%	65.9%	68.2%
475 - Westbourne Park Primary School	24.0%	18.0%	20.5%	20.5%

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 2020 collection.

Destination schools comment

The majority of children move on to Black Forest Primary School. In 2020 year 65% of children have enrolled and concluded a successful transition program.
The following are also intended schools for children; Westbourne Park Primary School, (10%), Edwardstown Primary, Richmond Primary, Mitcham Primary, Sturt Street Primary, St Josephs and St Thomas.

Client opinion summary

We sent out a site specific survey to our parent community in term 3 which asked the parents on feedback in the following areas.

1. Our Funny Hat sit on the Mat groups – We wanted to find out how much parents knew about them, if their child talked about them at home and if they thought children's learning was supported?
Parent responses were positive and most knew that the Funny Hat times were organised for small group learning. The children were able to tell their parents what they did in small groups and although the parents couldn't exactly say what specific learning was being supported they were sure that the group times were effective and improving learning outcomes.

2. We wanted to find out about our communication methods and our pedagogical documentation.
Seesaw proved to be an effective form of communication although there was 5% of parents who preferred email. Parents generally felt well informed and had a "good picture of what our children are learning and what are the next steps" The 'In the Moment' pedagogical communication was successful and informative, providing parents with detailed information about their children's learning.
A very common comment made by the parents was that the face to face and telephone discussions were a very powerful and effective way of communication.
The work on social and emotional regulation was seen as a great success:
"A wonderful kindy team. My son loves going here. I can see such an improvement in his emotional development, confidence. I am very grateful. Look forward to our youngest attending also"
Many families acknowledged the fact that it was a very difficult year and thanked us for all that we had done to keep normality in their children's lives. We received quality feedback on our feedback and organisation structures implemented throughout the year.

All aspects of the Preschool Survey were covered through feedback over the year.

This feedback was collected in various ways e.g. Seesaw, emails, conversations, phone calls and feedback pages in our Floor- book.

Relevant history screening

All staff, volunteers and building maintenance have the relevant history screening.

All Governing Council members for 2020 had clearance either through DECD or other agency such as Catholic Education.

We provided funding for people who need to update or get a new history screening.

Records are kept on site.

Financial statement

Funding Source	Amount
Grants: State	\$367,166
Grants: Commonwealth	\$0
Parent Contributions	\$18,980
Other	\$4,855

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	The funding was used for release, training and mentoring time for the teacher who was involved in the LDAR workshops and partnership PLC's.	A data audit was conducted and changes to our data collection are being implemented.
Improved ECD and parenting outcomes (children's centres only)	Improved documentation through the data audit. Reporting to parents on oral communication. The data collected on children with targeted steps for improvement. Time was allocated for review and evaluation of the data.	Children's emotional literacy, self regulation and confidence increased through the year.
Inclusive Education Support Program	There were no children on support programs this year.	There were no children on support programs this year.
Improved outcomes for non-English speaking children who received bilingual support	There were no children on bilingual support this year.	There were no children on bilingual support this year.

* The department's standard of educational achievement is defined as children and young people progressing and achieving at or above their appropriate year level.