



Clarence Park Community Kindergarten

2021 annual report to the community

Clarence Park Community Kindergarten Number: 4617

Partnership: Greenhill South

Signature

Preschool director:

Rita MacFarlane

Governing council chair:

Lara Hamlyn

Date of endorsement:

9 December 2021



Government
of South Australia
Department for Education

Context and highlights

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

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 play based following children's interests and needs and is underpinned by the national Early Years Learning Framework: Belonging, Being and Becoming.

We foster an enthusiasm for learning and 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 to make up the 15 hours of kindergarten Monday to Thursday.

Highlights

- Painting of the front fence with an indigenous mural to follow on from the shed painting in 2020 by Scott Rathman who is a well-known indigenous artist throughout Australia.
- We decided to participate in South Australian Living Arts (SALA) again this year. The local coffee shop 'Rise and Grind' continue to support us by exhibiting the children's artwork. The children painted a self-portrait and a picture of their favorite Colour Monster as an extension of the work we are implementing on feelings and emotions.
- The impact of COVID-19 enabled us to explore online programs for pedagogical documentation and reporting to parents. iPads purchased in 2020 were extensively used by Educators. All photos and recordings are now being taken on the iPads. Seesaw continued as a means of communication between Educators and families.
- '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, we invited the parents in for a child led tour of the kindy and sharing of their learning journal. We received very positive feedback after the event. The children confidently and purposefully articulated their learning. We welcomed Sandy Richardson (Education Director) and Steven Cameron (Early childhood leader) for a walk and Talk in term 4. We were very pleased to hear that the children could articulate their learning.
- Receiving a grant from the Unley Council for the installation of a Street Library to promote literacy is now a feature which lines our front fence and is well used by the community.
- The Government's \$30,000.00 grant was used for painting the internal woodwork and exterior.

Governing council report

Clarence Park Community Kindergarten Governing Council

Chairperson's Report 2021

This year marked the 75th birthday of Clarence Park Community Kindergarten, and celebrations will take place as part of the end of year festivities.

The year began with the annual Harmony day celebration community event in March.

The main fundraising effort this year was the wheel-a-thon, raising almost \$2,400. A much-loved event for children and spectators alike, monies raised have been used to purchase some large floor puzzles and other equipment needed for the kindy.

We had a large parent turn-out to our autumn Working Bee, with repairs made to the mud kitchen, chicken coop, new river rocks added under the bridge, new veggie gardens dug and planted, and a new pollinator garden bed created near the side entrance. A significant donation of plants, mulch and other supplies was generously made by Bunnings Meirose Park for this event. A smaller Spring working bee, attended by members of the Governing Council, was also a great success.

As recipients of a council grant, we have installed a community book library on the front fence. This has been a welcome addition to the kindy community, and the children are already enjoying sharing new books.

The annual SALA event at Rise and Grind Cafe was another big success, and we were flooded with positive feedback from members of the local community, just delighted with both the artwork and the theme chosen this year. A definite highlight in the kindy calendar.

Other major updates this year include new interior wall lining upgrade, exterior painting (including the front fence), and additional fence painting by indigenous artist Scott Rathman, to flow in with previous painting on the back shed.

The Chairperson also spent 4 days as part of the recruitment panel, shortlisting, interviewing and appointing the incoming Director, Carolyn Harbord, for 2022. We wish Rita all the best in her retirement and thank her for her contributions to Clarence Park over the last 7 years.

The governing council has again agreed to keep parent contribution fees the same for 2022.

Preschool quality improvement planning

The PQIP goal for 2021 was:

"To support children's emotional self-regulation to build successful dispositions for learning."

The Challenge of Practice:

"If we support children to be aware of and articulate their thoughts and feelings, then we will support children's emotional self-regulation to build successful dispositions for learning."

The staff team continued 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. We implemented 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. The children learned about their brain as their control centre. Communicating our learning to parents was extremely valuable. A video specifically made for parents through 'Connected Self' was shared online. Many of them reporting back to us about their children's positive changes in behaviour stemming from strategies they learned.

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.

Our success criteria;

Children showing an increased capacity to understand, self-regulate and manage emotions, seeing children as curious enthusiastic participants of their learning, increasingly contributing their ideas to play experiences and Educators responding to children's emotions and ideas, developing them with genuine understanding and support were reviewed at each pupil free day and achieved. We celebrated our achievements during our pupil free day in term 4.

In addition to achieving our success criteria as a whole site, in terms 2 and 3 we documented the success criteria for each child using the information gathered as a basis for our parent discussions.

Evidence shows that:

Educator day to day practice has changed to build on the capacity of children's emotions so they can reflect on their feelings using emotional literacy.

Staff are supporting each other and using consistent strategies.

Educators are talking to parents in constructive ways and providing strategies for dealing with emotional challenges.

Children can self-regulate their feelings and emotions. They can articulate big problems vs little problems and help each other.

Children are discussing how their brain impacts on their decision making.

Children are making decisions about their learning and articulating what they have learnt.

Social networks are expanding.

The floor book has become a resource for documenting children's ideas which develop the program and lead to engaged learners.

Educators validate children's emotions and implement strategies to support their learning.

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2018	41	42	40	39
2019	50	48	48	46
2020	53	N/A	46	46
2021	45	45	44	42

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	90.2%	94.6%	83.6%	87.8%
2019 centre	94.4%	93.4%	86.5%	88.0%
2020 centre	92.3%		92.2%	91.2%
2021 centre	92.0%	95.2%	97.6%	97.6%
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

Attendance for 2021 was higher than the state attendance.
Our attendance percentage in term 1 was 92.0, in term; 2 95.2, term 3; 97.6.
The variance between the state and site attendance averaged 10 % for each term.

Destination schools

Feeder Schools (Site number - Name)	2018	2019	2020	2021
548 - Black Forest Primary School	40.0%	65.9%	68.2%	67.6%
9037 - St Joseph's School - Kingswood	2.0%	6.8%	2.3%	5.4%
475 - Westbourne Park Primary School	18.0%	20.5%	20.5%	16.2%

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 2021 collection.

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	<p>Building on the capacity of the staff in the trauma informed practice, the use of emotional literacy through release time to attend Educator Hubs to share practice.</p> <p>Moving our Bag of Belonging program to a literacy focus in terms 3 and 4.</p> <p>Providing release time for documentation and to write Statements of Learning.</p> <p>Attending the literacy training through Orbis in term 3.</p>	Children displayed significant improvement in the use of language. Phonological awareness was apparent in every day play.
Inclusive Education Support Program	<p>One child was on a support program in terms 1 – 4. We spent all the funding received through support services by term 4 after which kindergarten funds were used to maintain the level of support needed.</p> <p>Support services were contacted, preliminary reports prepared and sent for referral for 2 other children in term 2. Unfortunately, these two children were only assessed late in term 4 by support services. They will start school with support programs in place.</p>	The level of support improved learning outcomes. Emotional self-regulation and engagement in the program were the two key areas of growth.
Improved outcomes for non-English speaking children who received bilingual support	<p>One child received bilingual support in terms 1 and 2.</p> <p>In term 3 and 4 support funding provided at the start of the year was used to assist the child with learning needs.</p> <p>Support services became involved in term 2 through a referral.</p>	Engagement in the program was a key factor. He was assessed in term 4 to seek clarity around his needs to ensure progress is made through an intervention program in 2022.

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

Destination schools comment

Most children move on to Black Forest Primary School. In 2021 year 67.6% of children have enrolled and concluded a successful transition program.

The following are also intended schools for children; Westbourne Park Primary School, (16.2%), Edwardstown Primary, Colonel Light gardens, Linden Park, Annesley Junior School, St Josephs (5.4%) and St Thomas.

These are all local schools. Some families moved to a new location at some stage through the year which then led to them changing their destination school.

We saw a growing number of parents sending their children to private schools this year.

Family opinion survey summary

Thirteen parents participated in the survey this year. Most of the results were in the agree and strongly agree column in each category of the survey. An area of dissatisfaction which isn't surprising due to COVID was where 1 or 2 of the parents were disagreeable with the amount of parent involvement and pupil free days.

The following comments and results strongly align with our site philosophy and pedagogy.

Support for learning: "This kindergarten is an important contributor to the local community and is valued by parents, carers and community members." Reference was made to the fact that children displayed a sense of pride in their achievements.

"Staff supported my son to address his separation anxiety and help him feel secure. They also supported him to achieve independent toileting".

Relationships and Communication: "The kindergarten educators make use of a wide variety of engagement and communication methods including email, a dedicated mobile app, flyers, noticeboards, parent-teacher interviews, informal chats at pick-up and drop off, and opportunities to attend governing council meetings, community events (health restrictions permitting) and working bees". This comment was most appreciated, given that we were in battle with COVID for another year and parent participation was affected.

Quality of Teaching and Learning: "The kindergarten has outstanding staff who provide a stimulating learning environment for children. I have been impressed by the range of learning experiences offered and particularly how the staff engage children in learning about themselves and their world through practical, physical, and nature-based experiences including gardening, caring for animals, cooking, and relaxation/yoga. The staff actively tailor learning to the individual student's interests and needs."

"It is great how the teachers support the areas the children are interested in.

Leadership and decision making: All parents were very satisfied with the management, organisation, improvement programs and leadership at the site.

Relevant history screening

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

All Governing Council members for 2021 had clearance either through DfE 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	\$458,168
Grants: Commonwealth	\$0
Parent Contributions	\$18,478
Other	\$24,876