



Clarence Park Community Kindergarten

2022 annual report to the community

Clarence Park Community Kindergarten Number: 4617

Partnership: Greenhill South

Signature

Preschool director:

Carolyn Harbord

Governing council chair:

Carmel Smith

Date of endorsement:

16 March 2023



Government of South Australia

Department for Education

Context and highlights

Clarence Park Community Kindergarten is a Department for Education kindergarten located 5 km from the Adelaide CBD and is part of the Greenhill South Partnership.

We had an enrolment of 44 children throughout the year. Families were able to select 5 sessions of preschool across the week from Monday to Thursday, with up to 30 children attending at any one time.

We continued to run playgroup on a Friday morning with numbers steadily increasing during the year.

We have well-established grounds. Our front area includes a small bike-track that we use as part of our curriculum and is open for families to use on the weekends. Each week we have 'bike-day', where children spend time riding around the bike-track. This develops their physical movement and also provides an opportunity to learn some road safety rules. Early in term 4 we held a 'wheel-a-thon'. Children were sponsored for the number of laps they rode in a 10-minute time slot. Families, including extended family, were encouraged to come and watch the wheel-a-thon and then spend time with their child exploring the kindergarten. The sponsorship funds purchased new equipment voted for by the children, including a new digger for the sandpit, a set of large interlocking wooden blocks and some 'big' books. We received a great deal of positive feedback from families about being able to spend time on site with their child, seeing their learning and interests and the pride and enjoyment of the children showcasing their kindergarten and learning with their families.

We have been involved in the SALA program for some years. This year we displayed our artwork inside and along our front fence. We trialled using QR codes for families to view information about their child's artwork including a video of each child discussing their work. We held a launch event for families on a Friday evening with the event opened by an educator from the Art Gallery of SA who had visited kindergarten exploring and creating 3-dimensional self-portraits with the children. In excess of 150 people attended the opening.

Increasing our knowledge of, and learning about, Aboriginal culture and ways of being was a highlight of the year. We started by developing our own acknowledgement led by the children and reading books to help our knowledge and understanding, particularly about events such as National Reconciliation week and National Sorry Day. We commenced a relationship with Kurna Elder, Uncle Tamaru. From term 2 onwards he visited the kindergarten at least twice a term. He shared information about Kurna culture and his own background, he taught the children some Kurna language and the importance of Ngaitalya (respect). We linked our learning about Aboriginal and Kurna culture and showing Ngaitalya to each other and our world with our on-going strong focus on sustainability and looking after our land and our seas. We regularly shared photos with the children of our local beaches and discussed the importance of environmental responsibility to ensure we preserve our coastal and marine flora and fauna. The children were deeply engaged in this learning and many children participated in a train excursion to Brighton Beach. We conducted an audit of our landfill over the last two terms, with the children encouraging each other, and their families, to think how to reduce their landfill packaging.

We continued to develop the role of the Green Team including each day two children leading our acknowledgement and being responsible for caring for our animals and environment.

We further developed our Charter of Rights program with the children, reflecting at the end of each day about the positive actions we had seen during the day - the showing of Ngaitalya.

Thank you to our very active and supportive Governing Council of 10 parents, who led our whole parent community in being involved in the life of the kindergarten. Thank you to the wonderful team of educators and the children from whom we learnt so much.

Governing council report

Being part of the Clarence Park Community Kindergarten Governing council has allowed us, the parents, to expand and establish some new group events and activities throughout the 2022 year.

We had such a wonderful team who contributed their knowledge to enable updates on policies and procedures, finances, events and fundraising. Because of this we successfully held events within the kindergarten which allowed family and special friends to be part of the children's journey throughout the year.

We had a high number of families attend the front garden working bee in June which allowed some major removal of foliage and decluttering of overgrown plants which can now make way for further works and use of funding from a grant from the Unley City Council. This was maintained throughout the year by parents volunteering their time to keep it under control and hopefully you will see some beautiful produce appear this year as a result.

Our most successful event for the year was the SALA exhibition. Traditionally displayed at a local cafe, we had to look for an alternative as the cafe was not available due to renovations. We all decided that the kindergarten would be the perfect location for the children to display their artwork. The Colour Monster book was inspiration for this event. Carolyn and the team of educators did a great job in bringing this all together and using the inside and front fence as displays for the local community to see. We also held a sausage sizzle and raffle as part of fundraising for the kindergarten and to turn it into a real family affair with a great response of local businesses donating prizes for the night.

Throughout the remainder of the year parents displayed their skills of music, sporting activities, craft, cooking and gingerbread decorating, volunteering their time to teach and help the children with these activities.

And as the year came to an end we were treated to a lovely and entertaining Christmas concert and an opportunity to thank our educators for all the hard work they have done in nurturing and preparing our children for their schooling adventure.

For some families this was the end of their time at CPCK and for others the beginning.

We are all very grateful and privileged to be part of the governing council for 2022 and wish the new council a great year ahead.

Preschool quality improvement planning

Since 2020 we have had a focus on supporting children to regulate their emotions in order to support their learning. As a staff team we have participated in on-going training to support this focus. In 2022 our improvement goal was, "To support children's emotional self-regulation to build successful dispositions for learning."

We set a challenge of practice for educators: 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. This built upon the learning about trauma informed practices that we commenced in 2020. Although as a staff team we had completed our trauma-informed training with Connected Self in 2021, we offered two in-person parent workshops supported by two on-line presentations during the course of the year, which were facilitated by Connected Self. These were well-attended and received extremely positive feedback. This was part of our improvement actions to collaborate with families to share information, plan and implement trauma informed practice at kindergarten and at home.

As educators we supported children to learn about and articulate their thoughts and feelings. We use the story, "The Colour Monster" from the very beginning of the year and refer back to it throughout the year, to teach children both the words of emotional literacy and also provide an understanding that everyone experiences a wide range of emotions. Children use the Colour Monster tables to help show how they are feeling, and by sharing this with peers and educators, are developing an increased capacity to regulate and communicate their feelings. By acknowledging the validity of each child's emotions, and intentionally 'connecting' with each child and where necessary co-regulating with them, as educators we have become more attuned to the children and better able to support them to learn to be aware of their emotions, better self-regulate and ultimately to increasingly use reflective thinking to understand why things happen and what can be learnt from them.

We planned for, and critically reflected on, the use of agreed common language to support our own learning and understanding and to better support the children to be able to label their emotions, think of strategies to support their self-regulation and reflect on the role of their brain. Reviewing this language was a key action from our first pupil free day. Common phrases includes, "it's OK to show your feelings."; "I wonder what you are thinking when your brain feels like that?"; "Are your thinking brain and feeling brain feeling connected?"; "How can you get back to your thinking brain?". The consistent use of language from educators supported and enhanced the children's learning and their ability to be reflective about their learning and their own strategies for self-regulation.

We also determined to better utilise Seesaw as a means of communication with families. Each week a 'conversation starter' narrative which linked our learning during the week to the Early Years Learning Framework and to our Improvement goal and supported by 10 photos was posted to families. We encouraged families to share this each week with their child to support their reflective learning as well as for gathering information.

We critically reflected about how we documented the children's Bag of Belonging presentations and modified it to better support educator's reflection and analysis of each child's learning, also making it more personal and meaningful for families.

We made our Charter of Rights observations more visible to the children resulting in greater reflexivity of learning by them.

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	50	48	48	46
2020	53	N/A	46	46
2021	43	43	42	42
2022	44	44	44	44

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	94.4%	93.4%	86.5%	88.0%
2020 centre	92.3%		92.2%	91.2%
2021 centre	90.8%	94.5%	97.2%	92.0%
2022 centre	94.3%	86.3%	92.5%	97.6%
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

Attendance was generally high throughout the year and was significantly above the state average. Our lowest attendance was during term 2 which was mainly due to isolation due to COVID-19 requirements with a large number of families impacted. Once isolation requirements eased, families remained respectful of keeping children home when they were unwell. In addition, some absences were due to families recommencing travel overseas – especially those with family members they had not seen during the pandemic. Families let us know reasons for absence which is recorded. Parents value preschool attendance and most children attend regularly for their full sessions.

Destination schools

Feeder Schools (Site number - Name)	2019	2020	2021	2022
548 - Black Forest Primary School	65.9%	68.2%	67.6%	79.5%
475 - Westbourne Park Primary School	20.5%	20.5%	16.2%	15.4%

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

Black Forest Primary School is the main feeder school for children from Clarence Park Community Kindergarten. This year 79.5% of children transitioned there which is a significant increase from the previous three years. We have a close relationship with Black Forest Primary School and the kindergarten children have regular term walks there to enable them to explore the school's nature playground and meet with children in the junior primary. We encourage the school to visit the kindergarten as well. This enables all children, whether they are attending Black Forest or other schools, to develop a familiarity with school grounds.

Westbourne Park Primary School is our second feeder school, with 15.4% of children attending. This is down by approximately 1% from previous years. The remaining children primarily are attending non-Government schools. Historically an educator from the kindergarten attends at least one transition session at Black Forest and Westbourne Park to be a familiar face for the children. We encourage other schools to come and visit children on site.

Family opinion survey summary

25 of 42 families completed the Parent Opinion Survey. We also received positive constructive feedback from families throughout the year, in parent interviews, via Seesaw and through email. Overall, parents are very satisfied with the kindergarten. The only comment that indicated an area for improvement was in relation to our outdoor area, "Possibly update some play equipment outside to encourage more problem-solving and climbing etc." We are looking at how we can expand our climbing area within necessary safety requirements.

Examples of parent comments: Quality of Teaching and Learning: "Amazing nurturing environment, with active support and teaching from all staff. Great communication and involvement of families." "I could not be more impressed with the learning environment created by the exceptional staff at Clarence Park Community Kindy. The child-led, trauma informed, teaching model enables our children to thrive. The information that we receive about the program overall and the individual child's development within that overall program is so informative and appreciated and is demonstrative of the staff's commitment to these children. Kindy is the best!" "I have absolutely loved the way the children have learned about different cultures by embracing the multicultural staff and Uncle Tamaru coming in to teach the children. I have also loved that the children have been able to learn about making choices as a group and voting when choosing an animal to borrow from Urrbrae"

Support of Learning: "It's great to be able to have honest and in-depth conversations with the educators about our son. Whether it's regarding achievements, anecdotes or challenges, we are confident that they are speaking from a place of knowledge. They understand our son's personality and also know our extended family." "The children are encouraged to take ownership of their learning (child-led learning) and their kindy environment (recognition of caring behaviours towards other students) in a way that benefits the children's sense of responsibility and also the cohesion of the happy little group. The teachers, support officers and director clearly work hard to foster this. It's very impressive"

Relationships and Communication: "We love our weekly seesaw updates which provide conversation starters with our son." "Recent BOB day post on-line for my child was awesome, the effort made by teaching staff was very much appreciated." "Communication through Seesaw and weekly updates and news has been fantastic and informative. Thank you for all of the effort to make us feel connected through the regular communication"

Leadership and Decision Making: "Fantastic leadership at the kindy"

Relevant history screening

Clarence Park Community Kindergarten complies with all relevant history screenings by ensuring that they were all up to date and supplied by all employees, including relief staff, members of Governing Council and other relevant people attending site such as photographers. A paper copy is kept on site for each relevant person.

Financial statement

Funding Source	Amount
Grants: State	\$396,428
Grants: Commonwealth	\$0
Parent Contributions	\$44,955
Other	\$5,746

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	Part of the funding was used to release an ECW and a teacher to spend time with our Department for Education Speech Pathologist to develop professional skills in supporting children with speech and language needs. This information was then shared with the whole staff team to enable all educators to professional support the development of phonological awareness for all children. The funding was also used in time supporting children with additional speech and language needs. Release time was also provided for teachers to document children’s literacy expression through their Bag of Belonging presentations.	More targeted support provided for children with speech sound difficulty saw great improvement in speech and phonological awareness. The documentation of BOB presentations was changed to enhance the educator's analysis of each child's literacy learning and development and provide clearer, more meaningful information to families.
Inclusive Education Support Program	Funding through the IESP was used to support 14 children throughout the year with varying degrees of need. IESP funds were supplemented by site funding to provide the additional support required. The needs of the children included speech and language support, occupational therapy/sensory needs support, organisational planning, building of social and emotional connections and self-regulation. IESP funding was also used to purchase a chair to support children with occupational therapy and focusing needs.	The children all received targeted supported and made progress with their ability to engage with, and participate in, the kindergarten program. In many cases the level of support either stopped or significantly reduced during the course of the year due to the progress of the child.
Improved outcomes for non-English speaking children who received bilingual support	One child received bi-lingual support in term 2 in order to build upon their knowledge of, and confidence in using English and thus supporting their building connections at kindergarten.	The improvement in the child’s connections within the kindergarten, in addition to the vastly increased use of language by the child, resulted from this support. In addition, the provision of bi-lingual support enhanced the building of the relationship with the child’s family, further the sense of belonging to the community.

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