



Ascot Park Kindergarten

2022 annual report to the community

Ascot Park Kindergarten Number: 3606

Partnership: Marion Inland

Signature

Preschool director:

Ms Sally Sorrell

Governing council chair:

Mr Jonathan Kungel

Date of endorsement:

15 March 2023



Government
of South Australia
Department for Education

Context and highlights

Ascot Park Kindergarten is a Department for Education Kindergarten Category 1 site located in the suburb of Park Holme. There is a mix of housing within our local catchment and we are seeing a number of single dwellings being replaced by double dwellings on one block increasing the number of people in our area. Typically housing includes private and public housing dwellings, private rentals, emergency housing and shelters. Families who attend our kindergarten come from a wide range of cultural, linguistic and socio economic backgrounds and this year included new arrivals, families reconnecting post Covid restrictions and refugees. This year we had approximately 70% of children attending with English as their second language with a further 20% who had some English but spoke another language at home. We have been able to support both children and families access the kindergarten program through the use of Bilingual Support workers and a funded Bilingual Playgroup in term 4 to support non English speaking and EALD children enrolled for 2023. This year we have also noted an increase in children diagnosed with ASD and communication disorders attending. We have been able to employ a support worker throughout the year and worked closely with both private and Department for Education Support Services to support or provide programs so all children are able to access the learning program to meet their maximum potential. Our enrolments this year have remained just under our full capacity which meant we were able to continue with a 5 day each fortnight model ensuring all children could access their 30 hours each fortnight and Aboriginal learners could access 12 hours during their first year of kindy. Staffing was also adjusted to meet our enrolments and included the Director (0.7), Teacher (0.5), Teacher (0.2 each fortnight), ECW, Preschool Support ECW and Bilingual Assistants.

We began this year reviewing our site self assessment and engagement documentation in the NQS Quality Areas with the support of our Early Childhood Leader looking to improve our site practices. In term 2 we engaged in the Education Standards Board NQS assessment and rating over 3 days and our final report included an Exceeding rating in educational program and practice and our collaborative partnerships with families and communities, with a Meeting NQS standards rating in all other areas.

Highlights this year have included building successful partnerships with our families through supporting their children's needs and development. Parent inclusion in activities in the earlier part of 2020 was difficult but changing our timetable ensured all staff and families had mutual time to share time together. We had wonderful support from our families and their extended families at our Walk a Thon fundraiser as well as on our learning adventures to the Police Road Safety school and Fire Station. We have continued to borrow animals from the Nature Education Centre for children to have opportunities to care for them as well as extending children's STEM and literacy learning through incursions from an entertainer specializing in these areas. Speech Pathology and OT students have also offered their services this year and we continue to enjoy fortnightly gym sessions at Ascot Park Primary school which parents and children enjoy. These services have given the children opportunities to explore safe physical activities to build their strength and physical skills.

Governing council report

2022: A year in review

2022 was the year we finally saw some relaxing of COVID related mandates. Parents were free to enter the classroom once again and we were all glad to finally be rid of masks both inside and outside. COVID still left its mark and made the selection and availability of parents for governing council rather small. The plus side being the meetings ran quickly and smoothly with no issues found in the finance and director's reports.

Students enjoyed a large variety of different events over the year ranging from Mud Week, gymnastics at Ascot Park Primary, performances from the Bubble Man, excursions to the Adelaide Fire Station and bike riding at the Bonython Park Road Safety Centre.

The children have enjoyed having a wide range of pets to visit and play with every 2 weeks including but not limited to; a bearded dragon, blue tongued lizard, stick insects, green tree frogs, mice, butterflies, tadpoles and turtles. A number of lucky parents have also enjoyed having their time with the animals, helping to care for them over the long weekends between Kindy days.

Maintenance has continued at the kindy with work such as fire evacuation plans being updated, springs being repaired on the front gate, sand and bark levels being replenished and fragile roof signs being installed and uninstalled. Quotes for other work such as the refurbishment of the office is still eagerly awaited.

Our yearly fundraiser was a return of the Walkathon after some years away due to COVID. Previous fundraisers such as the Bunnings sausage sizzle was a lot of hard work compared to the huge success of walking around the Ascot Park Primary oval, with over \$1100 raised! Many parents and families came out to help with the event and all in attendance had a great morning, including the tired and worn-out children.

We all now look forward to our end of year concert celebrations being performed by the children and the picnic tea we will be having after the concert.

Jonathan Kungel
Chairperson 2022

Preschool quality improvement planning

This year our site goal was to increase our EALD children's confident use of vocabulary in speaking contexts. Previously our focus had been on extending children's oral language skills in shared and sustained conversations but reflecting on our data and experiences indicated that for our multicultural cohort we needed to address children's limited vocabulary. Staff engaged in professional development in how best to support English language development in children from EALD backgrounds with support from DfE speech pathologists. Reflecting on research helped us understand that repetition, continued and sustained exposure to targeted vocabulary and a change in educator pedagogy helped us develop our Improvement Plan. A focus on Tier 1 words initially through book based learning included the selection of an appropriate text and using this consistently in word knowledge, extension of word meaning, understanding the concepts about print and phonological concepts including rhyme, alliteration and syllabication. Children were initially assessed on vocabulary recall and grouped according to their skills. For some children it was also necessary to complete speech and language screening tests to ensure there were no underlying difficulties. Staff were released each term to develop a term program to accelerate children's vocabulary development using our site Literacy funding. A shift in educator pedagogy included all staff using explicit teaching twice each day with all children around focus words. Further reflection on our progress highlighted the importance of supporting children to process what the word means using multiple mediums and resources and looking for 'like' words to expand their vocabulary along with consistent revision. Pre and post assessment of children's vocabulary growth, knowledge and most importantly use of this vocabulary showed each child made improvement in their recall of targeted vocabulary along with their understanding and correct use of words in their spoken language in speaking contexts. Educators have also used music as a strategy to support improved vocabulary and phonological development through engagement with DfE music strategy team. We will continue to reflect on our current goal and look to embed both teacher practice and our current program within our site's practice as well as building connections with families to share engagement in language and vocabulary development between home and the kindergarten.

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	29	29	34	34
2020	35	N/A	32	33
2021	36	38	35	36
2022	25	25	26	25

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	91.5%	86.5%	82.8%	87.3%
2020 centre	89.0%		73.5%	89.2%
2021 centre	91.7%	83.7%	86.3%	78.1%
2022 centre	77.3%	78.7%	88.9%	81.3%
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 in term 4 has been inconsistent for a number of families. The lifting of restrictions on overseas travel has meant some families have taken the opportunity to travel to visit family overseas for extended periods of time. We have also seen an increase in families bringing family to Australia from overseas to reunite or for holidays and for some children their attendance has been disrupted as they spent time with their relatives. As health services have begun to catch up on waiting lists we have seen a number of children not attending at kindergarten due to appointments at clinics and hospital. Illness has again been a factor in attendance this term with predominantly respiratory infections affecting both children and their families where parents have been too unwell to transport to kindergarten. A number of our families rely heavily on public transport or walk their child to kindergarten and for various reasons this can impact on attendance also.

We have a high proportion of children who are cared for during the day by elderly grandparents and regular attendance can be impacted by cultural celebrations celebrated within the home.

Destination schools

Feeder Schools (Site number - Name)	2019	2020	2021	2022
340 - Ascot Park Primary School	55.0%	66.7%	70.4%	36.4%
8405 - Emmaus Christian College	0.0%	4.2%	3.7%	9.1%
658 - Forbes Primary School	20.0%	4.2%	7.4%	9.1%
8026 - Immanuel Primary School	0.0%	0.0%	0.0%	9.1%
9020 - St Anthony's School	0.0%	0.0%	0.0%	9.1%
9070 - St Bernadette's School	0.0%	0.0%	0.0%	9.1%
8220 - St Mary's Memorial School	0.0%	0.0%	3.7%	9.1%
933 - Warradale Primary School	0.0%	0.0%	0.0%	9.1%

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

42% Ascot Park Primary School
 8% Clovelly Park Primary School
 8% Forbes Primary School
 8% Glenelg Primary School
 4% Edwardstown Primary School
 4% Emmaus Christian College
 4% Immanuel Primary School
 4% IQRA College
 4% St Anthony's School
 4% St Bernadette's School
 4% St John the Baptist Catholic School
 4% St Mary's Memorial School

A number of parents made last minute changes to their destination school this year which has not been reflected in the DfE data. A shift of 5 children to Independent schools this year has also impacted on enrolments at our local feeder schools. Transitioning to Independent schools is due to family connection, older siblings all ready attending and religious and cultural reasons. There has been an increase in the number of Department schools being chosen by families this year, up from 3 to 5. This includes 3 schools from our local Partnership

Family opinion survey summary

Family comments on Quality of Teaching and Learning

* Teachers are excellent in their job.

* Thanks for your determination and excellent service to my kids and the entire kindy children, I appreciate your good work.

* This school values the kids' learning and imagination. They help them conduct themselves in an environment where they can learn and where their peers can learn.

Family comments on Support of Learning

*This preschool really values children and their imaginations. They help the children conduct themselves in a way they can learn and in a way their peers can learn.

*This preschool values a student's individual support in all ways.

Family comments on Relationships and Communication

*In the preschool, every race, gender, size etc is welcome and treated equally.

Family comments on Leadership and Decision Making

*This preschool has a intricate and excellent way of planning and decisions.

General Comments from families

*Ascot Park Kindergarten is and will always be number one kindy I should recommend to anyone. Thank to the amazing team/teachers, am so proud of your work.

Relevant history screening

All staff including relief staff have both a hard copy and electronic file for Teacher Registration, Authority to Teach, DHS, WWCC, RAN and relevant training certificates including First Aid kept on site for reference. Photo ID is requested for new staff to the centre. A register of relevant details for all staff and visitors is also kept on site including, grounds people, cleaners, photographers and visiting students and allied health professionals working privately with children. Staff are provided with an electronic copy of the necessary certificates for employment and expiry dates each year to manage updating of their certificates in a timely manner.

Financial statement

Funding Source	Amount
Grants: State	\$289,561
Grants: Commonwealth	\$0
Parent Contributions	\$12,907
Other	\$0

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	Literacy funding was predominantly used this year to release an educator each term to develop targeted literacy projects in terms 2,3,and 4. This involved analysis of texts for use in developing children's vocabulary through a consistent approach in teaching as well as identifying focus tier 1 and 2 words in texts to support children's acquisition of new vocabulary. Funding also supported release time to assess children's vocabulary development. Professional development was also funded this year to build capacity in literacy strategies to support staff in pedagogical change.	Data analysis indicates a shift of up to 50% increase in children's vocabulary set as well as a significant growth in children's ability to recall and use learnt words and use in conversation. Reciprocal and shared conversations have also increased in children's everyday play. Educators continue to embed pedagogical practices proven to work this year in their teaching, such as consistency in text and vocabulary selection, repetition and direct and explicit teaching of skills with the children.
Inclusive Education Support Program	IESP funding this year was primarily used to employ a support ECW to work with children identified prior to enrolling at kindy with communication, social and self regulation needs. Further screening early in the year identified other children who required significant support and support hours were increased. This year also saw an increase in external support services working on site to help children maximise potential. This was useful for preschool staff to be able to access resources and work with therapists to include what they were supporting children in into our curriculum planning. Funding was also used to support children's transition t	All children who were identified as having extra needs have developed and progressed this year to meet their individual potential. An extension has been granted for extended time at preschool as well as meetings with staff and support staff at transition schools to enable a smooth transition that will best support individual children's needs.
Improved outcomes for non-English speaking children who received bilingual support	A significant percentage of our enrolments this year had English as a second language with a significant number not having functional English to communicate away from home. Funding was sought to help provide a smooth transition to pre school and to ensure links with home and preschool were developed. Bilingual support staff also helped in translating documents for families to ensure they were able to fully engage in the preschool. Bilingual staff were able to complete communication screeners for each child so staff could plan for individual children's needs. Funding was again provided to operate a Bilingual Playgroup in term 4 for our 2023 ne	All children who were supported by bilingual support staff made progress towards their goals and have been able to engage in our learning program this year as they made their own individual progress. Successful transition to preschool for many children was made at the beginning of the year due to engagement in the Bilingual Playgroup the previous year, where relationships between educators, parents and children had already been developed.

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