



Clarendon Kindergarten

2022 annual report to the community

Clarendon Kindergarten Number: 3620

Partnership: Sea & Vines

Signature

Preschool director:

Mrs Sharelle Furner

Governing council chair:

Lauren Fischer

Date of endorsement:

20 March 2023



Government
of South Australia
Department for Education

Context and highlights

Clarendon Kindergarten is a part-time kindergarten set in the small, semi-rural township of Clarendon, servicing the communities of both Clarendon and Kangarilla. Our two main feeder schools are Clarendon and Kangarilla Primary. This year we continued to offer the 3 year old program which ran alongside the kindergarten program. The Kindergarten program was supported by a Director, Teacher and an Early Childhood Worker who was funded through the IESP Grant.

2022 dealt us with another year full of challenges as the impact of COVID-19 was felt through our community limiting access to families on site, along with a power outage caused by severe storms resulting in the closure of the Kindergarten for several days. The families were offered support and alternative learning at home during these times.

This year we had the children's bathroom renovated and were lucky enough to hold a very successful working bee where families came together to help rejuvenate our outdoor space along with support received from Bunnings through a grant. Various resources for the children's learning program were purchased using money donated by the CCA Op Shop profits which also included an end of year bottle brush planting ceremony and a surprise last day performance by the Amazing Drumming Monkeys.

During 2022 we continued to strengthen our connection with Clarendon Primary School, regularly visiting the school, hosting visits from the R/1 class and sharing events such as Book Week, Pyjama Week, Science Week, a Bush Tucker incursion and Nature Play Day.

Other Highlights

Clarendon Kindergarten was involved in the Community Reconciliation event at Riverbend Park as well as the ANZAC day commemorations.

We held another extremely successful Community Spring Fair where everyone came together to celebrate being a part of the community while supporting the Kindergarten.

Educators again engaged in coaching sessions with Associate Professor Alma Fleet, using their learnings to improve pedagogical documentation.

Our outdoor gates were keyed alike, emergency evacuation signs were installed, we purchased a site mobile phone, playground softfall was replaced and the front door self-closing mechanism was fixed to ensure safety.

The children created a wonderful End of Year movie for their families showcasing their learning, which was screened at the Hazel McKenzie Hall in Clarendon.

Governing council report

The Governing Council has seen some new changes at Clarendon Kindergarten and have welcomed Director Sharelle Furner and Early Childhood Worker Helen Douglas to our dedicated teaching team. Once again, the Governing Council has been a collaborative effort and 2022 has been a successful and enjoyable year for all those involved. We have continued on with several fundraising events which have taken place throughout the year. The bulb catalogue fundraiser earlier this year has generated a good monetary outcome and provided our Clarendon Kindy families/participants gorgeous blooms to boot. The annual Spring fair has evolved, becoming bigger and better with each passing year. The Kindy bake sale ran like a well-oiled machine, smoothly and successfully, thanks to a dedicated team of volunteers. A working bee event was held to rejuvenate and maintain the outdoor area. Thanks to a big turnout of helpers, many outstanding jobs were completed, further enriching the learning experiences for our kindy children. A big thanks and acknowledgment of our education team this year, having to face many challenges and obstacles that 2022 has thrown. It has been clear from the first day of term just how invested and passionate our teaching staff are in the learning of our children, and this does not go unseen. Thank you for making Clarendon Kindergarten a beautiful place for our children to grow and start their educational journey.

Preschool quality improvement planning

Clarendon Kindergarten's Improvement goal for 2022 was: To improve children's ability to communicate their ideas and thinking.

Therefore, the challenge of practice was: If educator's intentionally plan and implement sustained shared thinking alongside children then we will improve children's ability to communicate their thinking and ideas.

The action we took to support us in achieving this goal was to continue to engage in the Pedagogical Documentation Project which included participating in coaching conversations with Associate Professor Alma Fleet. As a team, objectives were set regularly with a four week turn around to ensure improvement was occurring.

Evidence was gathered and we concluded that educators were analysing not only children's learning through pedagogical documentation but also their own pedagogy learning which improved the way educators approached children during their learning moments and supported well informed curriculum decisions. Families noticed their children's use of vocabulary at home had increased when explaining their thinking. Data showed that children were not only articulating but also communicating their thinking through various other forms. Children appeared to have a growth mindset of having a go and explaining their thinking especially when supported by educators who engaged in sustained shared thinking.

Educators also worked towards the identified National Quality Framework Priorities of enacting culturally responsive teaching practices, using Quality Verbal Exchanges with children to support their thinking and increasing involvement of families in the educational program.

We combined the Clarendon Kindergarten and Primary School Reconciliation Action Plan committees, asked families to participate, and worked together to achieve goals set. All staff were provided with QVE cards to wear on their lanyards as reminder prompts and data was evident throughout pedagogical documentation of educators using Quality Verbal Exchanges with children. See-Saw was introduced in 2022 as a means sharing the learning that occurred throughout the day and as a result, there has been an improved involvement in the educational program by families.

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	23	23	23	23
2020	14	N/A	13	14
2021	10	9	10	10
2022	18	21	21	22

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	93.0%	83.5%	82.5%	87.9%
2020 centre	96.4%		95.9%	76.2%
2021 centre	92.5%	100.0%	98.1%	94.6%
2022 centre	87.3%	85.9%	85.4%	87%
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

Absences were more frequent this year due to COVID-19 and the recommendation for children to stay at home with any symptoms. We continued to encourage families to keep their children away when unwell, however also communicate with families about the importance of regular attendance throughout the kindergarten year. We do this at our family orientation session before the families start and through reminders in the newsletters. If a child does not attend for two or more days without communication from the families, educators will make contact with the child's family.

Destination schools

Feeder Schools (Site number - Name)	2019	2020	2021	2022
720 - Clarendon Primary School	73.9%	61.5%	70.0%	80.0%
9755 - Emmaus Catholic School	4.4%	0.0%	0.0%	6.7%
171 - Happy Valley Primary School	0.0%	0.0%	0.0%	6.7%
250 - McLaren Flat Primary School	0.0%	0.0%	0.0%	6.7%

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

The majority of Clarendon Kindergarten children move on to Clarendon Primary School and this is no different for the kindergarten cohort of 2022. One child will be going to Kangarilla Primary School, one to Chandler's Hill Primary School, another to Reynella Primary School and one child will be relocating to the private sector at Emmaus Catholic School.

Family opinion survey summary

We had 9 out of our cohort of 17 families respond to the parent satisfaction survey.

“My child has some eccentricities and the staff have been amazing at communicating about his learning and how well he is progressing”

“I am extremely impressed with the level of professionalism, engagement and care the teachers have provided our son at Clarendon Kindergarten”

“Clarendon Kindergarten has an excellent program. The teachers are fabulous and all children show a significant level of growth and development during their time there. The children are all happy, confident learners thanks to their fantastic teaching methods, and could not think of a better place to build the foundation of my child(ren)'s education”

“Being greeted at the door with smile and enthusiasm is an encouraging way to start the kids day and gets them engaged from the moment they step into the building”

“I feel more staffing/sso support would be beneficial for the Kindergarten to help support students with additional needs”

“For a very small work force they maintain a fantastic work ethic”

“I am extremely happy with the service provision, teaching and support my children have received at Clarendon Kindergarten. The teaching/support staff are caring, engaging and passionate about their work”

Relevant history screening

New educators to the site must provide all the relevant paperwork before beginning work on site. All other people before coming on site must provide relevant paperwork showing they have their WWCC.

Financial statement

Funding Source	Amount
Grants: State	\$232,582
Grants: Commonwealth	\$0
Parent Contributions	\$8,995
Other	\$8,429

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	<p>Educator's participated in professional development to build an understanding of oral language and sustained shared thinking.</p> <p>Educator participated in a Numeracy PLC.</p>	<p>When educators use quality verbal exchanges, children's ability to articulate their thinking improves.</p> <p>Educators shared learning, reflected on practice and adjusted numeracy teaching strategies resulting in improved numeracy outcomes for children.</p>
Inclusive Education Support Program	<p>An Early Childhood Worker was employed using the IESP Grant. This educator worked both 1:1 with children to support their speech and language development and in small groups to support their regulation and social skills. Having an ECW on site provided the opportunity for teachers to work with children with special rights.</p>	<p>Documentation provided evidence that with intensive support of an educator during play, improvements were made.</p> <p>Children's speech improved with the support of the Speech pathologist and spending 10-20 minutes per day with individual children who had a speech program.</p>
Improved outcomes for non-English speaking children who received bilingual support	N/A	N/A

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