



Trott Park Kindergarten

2022 annual report to the community

Trott Park Kindergarten Number: 3686

Partnership: Marion Coast

Signature

Preschool director:

Ms Maura O'Donnell

Governing council chair:

Kiera Thewlis

Date of endorsement:

20 March 2023



Government
of South Australia

Department for Education

Context and highlights

Trott Park Kindergarten (TPK) is located in the Southern Suburbs of Adelaide in the Marion council constituency. It is a standalone Kindy owned by the Department for Education and a member of the Department for Education Marion Coast Partnership. The Partnership leaders from each site meet twice a term and the partnership improvement plan

is linked to our site improvement priorities. Some of our linked work includes a focus on continuity of learning and improvements in literacy and numeracy learning outcomes for all learners. The centre is 20 kilometres from the Adelaide GPO and has a block of convenient shops located next door. There are two large indoor learning areas which are utilised to create an engaging learning environment for all children. There is an expansive shaded outdoor area containing a variety of trees and vegetation which provides many opportunities for children to engage in nature play. We offer a differentiated variety of intrinsically led, and intentionally planned for, play and instructional learning experiences. The team were highly collegial in their support for each other and in working towards maintaining quality collaborative relationships with all families.

Governing council report

Trott Park Kindergarten is well resourced with excellent play equipment, resources and outdoor environment. The garden is beautiful and well-kept and provides a range of play experiences for children to engage in, including climbing equipment, sandpit with water, swings, slide, cubby house, grass, riding track and outdoor veranda. The indoor environment is inviting, beautifully presented, and set up for all types of learning to occur. All staff are highly professional, respectful, knowledgeable, and supportive for all students. They are timely and thorough in their communication with families and work hard to ensure the best outcomes for all students. The Kindergarten has a positive reputation within the local community and is highly sought after by many families as a wonderful Kindergarten for their children. Both of my children have attended Trott Park Kindergarten and have been provided with an excellent foundation for their pre-school years, which has had a positive impact on their success in school. At the beginning of the year new families are invited to attend a welcome information session. Children attend transition visits prior to starting to build familiarity and confidence in their surroundings and begin to form relationships with the educators. Throughout the year there is thorough and informative weekly communication regarding learning programs, with opportunities for learning to be reinforced and supported at home. This communication also includes key diary dates for the year with plenty of prior warning for key events.

Each child and parent is provided with an opportunity to meet with the key educator early in the year to discuss learning goals for the child and Individual Learning Plans are developed including goals and student outcomes. It is a true display of a partnership between educator and families, with student achievement and outcomes at the forefront. At the end of the year this is followed up with a written end of year report including detailed information about student achievement across a range of Learning Areas, including social and emotional wellbeing. These reports were then sent to the child's school as valuable information for the child's Reception teacher. The Kindergarten staff work hard to ensure a strong connection between the Kindergarten and the local schools where students attend.

Governing council report

They build relationships with staff members, visit the local schools to support the transition process and engage in conversations about students to share key information. Each of my children were supported to meet their own personal goals and were encouraged to follow their own interests and strengths. Learning opportunities were set up based around their interests which ensured engagement and positive connections with their Kindergarten environment, and they were able to develop their individual identity as a learner and a person. When necessary, they were also emotionally supported and cared for in a respectful and caring way by all staff through all challenges. They were able to flourish and develop in a supportive environment and think fondly of their Kindergarten year.

The children are split into two main groups with a key educator allocated to each group. This provides children with a low child to adult ratio and allows for a strong relationship to be built between child and educator. It also makes communication easy for parents to have one educator to speak to about their child.

Children are provided with excellent opportunities for meaningful, hands on and engaging learning to occur across all Learning Areas. They are given opportunities to prepare 'projects' at home and present them to their peers focusing on oral language skills and confidence when speaking to a group. The engaging learning opportunities set up in the morning allows children to experience a range of activities and extend their abilities and interests. Every Friday, the children participate in Japanese and Science lessons. These comprehensive learning programs are highly engaging, informative and provide positive foundations for future learning. The Numeracy and Literacy programs provide a strong introduction to the concepts.

There were many exciting events organised by the Kindergarten in order to immerse children in their local community and enjoy learning opportunities outside of the Kindergarten. They participated in the Musical Muscles program with Caleb, the Scientific Bubble Show and the Police, Fire and Paramedic Service. We attended an excursion to Seacliff beach at the beginning of the year as a way to build relationships with other families and children. We attended an excursion to the Museum where students went on a guided tour of the museum and engaged in an excellent art workshop on self-portraits. Children enjoyed taking a bus to the city and seeing the exhibitions on display. All children left with a piece of art that they created and felt proud of. Each term there was a wonderful concert presented and students were given the chance to perform a range of songs that they had learnt to their families. Children also performed a 'play' with lines and costumes, and they loved this chance to showcase their learning to their families. The concerts were held outside in the beautiful Kindergarten garden and families brought chairs, rugs and food and it was a great community celebration. There was a sausage sizzle and cake stall where families and children could purchase food to raise money for the Kindergarten. The money raised went towards improving the Kindergarten and purchasing new items. The end of year concert is a true celebration of the children's time at Kindergarten and it is an excellent way to finish off the year. There were other events organised by the Kindy throughout the year including a night disco with star gazing, a Book Week dress up parade, wheels day and an Indigenous cultural musical performance.

The Governing Council was a positive working committee of parent volunteers that worked alongside the Director and Finance Officer to make decisions about the organisation and workings of the Kindy in a respectful, productive, and welcoming setting. I enjoyed being on Governing Council as a way to gain information about the Kindy, work and connect with staff and other families.

Preschool quality improvement planning

Goal 1: To improve children's understandings of number including recognition and use of numerals to quantify.

Our Challenge of Practice: If we strategically plan for number learning and use agreed teaching approaches, children's use of number to quantify and their recognition of cardinal number will improve.

Educators were strategic in planning for intentional child interest-based learning, both in the indoor and outdoor learning environment, which fostered children's ability to sort and order, to construct patterns, to share amounts and to align quantities to numerals and to engage in predicting and estimating. There was also a commitment by educators to engaging with Dylan William's formative assessment, completing Step 4 and assessment and monitoring tools for their focus children, and setting SMART goals in collaboration with families and resourcing home learning linked to goals. Through ongoing review and analysis of our multiple assessment data sets and our pedagogical documentation it was evident that all children had experienced significant individual growth. Children demonstrated their capacity to use number in multiple ways and with increasing complexity such as: communicating, sorting, patterning, reasoning, comparing, and identifying numerals.

Goal 2: To strengthen children's knowledge and use of print and symbolic representation to make meaning.

Challenge of Practice: If we provide rich opportunities for purposeful engagement with a range of print and text types then we will strengthen and extend children's knowledge and use of print and symbolic representation.

Educators were committed to engaging children in more diverse text and to including book analysis such as likes dislikes related to genre, text, scenes, and characters and in supporting children to be authors and illustrators. The termly concerts also provided for high quality engagement in drama linked to stories. It was decided to continue to use the Jolly Phonics program and to provide for more child interest-based learning linked to letter sounds to enable children to use phonics at an individual developmentally appropriate level. It was decided that in 2023 the team would focus more on children as artists and storytellers with educators scribing their imaginative stories and their retelling of their understanding of stories they had viewed. Children's key teachers would, where appropriate, link phonics to child stories and support children who were interested to write. The sites phonological program continued, and some improvements were made to the effectiveness of teaching rhyme and it was decided to continue this improvement priority in 2023. Fine motor kits continued to be made for children and there was a strong focus on fine motor skills development and a supportive approach to teaching children the skills to use multiple fine motor tools to create.

Through ongoing review and analysis of our multiple assessment data sets and our pedagogical documentation it was evident that all children had experienced individual growth against our improvement goals and that some children were writing. All children recognised their name and either copied or wrote their name from memory. Most children demonstrated their understanding of the concept of print and all children engaged in symbolic representation to convey meaning. Some children were choosing, discussing, and engaging with a range of text. During our engagement in site review processes a decision was made to continue to engage with a modified and improved version of the two QIP goals in 2023 and to change the educator actions and child successes. It was also decided to maintain our three teaching approaches.

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	64	65	61	63
2020	60	60	57	60
2021	57	57	54	55
2022	60	60	60	58

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%	75.6%	95.2%	89.8%
2020 centre	94.1%	86.4%	95.9%	92.1%
2021 centre	82.2%	90.5%	95.4%	88.9%
2022 centre	89.1%	88.8%	89.4%	88.9%
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

The centre generally has between 88 and 90 percent attendance in term 4. This is mainly due to illness or family holidays. Parents report that they choose out of school holidays to go away due the cost factors. Choosing to take holidays during school term is dramatically cheaper. The site makes learning highly engaging and interesting however since Kindy is not compulsory it is very much parent choice. Non-attendance is monitored and ongoing absence is questioned, and the team collaborate with families to encourage attendance. During term 4 2022 all non-attendances have been accounted for and were due to family holidays and illness.

Destination schools

Feeder Schools (Site number - Name)	2019	2020	2021	2022
1537 - Sheidow Park Primary School	38.3%	50.9%	45.1%	29.3%
8456 - St Martin de Porres School	21.7%	13.2%	19.6%	29.3%
1056 - Woodend Primary School	31.7%	24.5%	35.3%	41.4%

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

29.3% of children enrolled in Sheidow Park Primary School
 29.3% of children enrolled in St. Martin de Porres Catholic School
 44.4% of children enrolled in Woodend Primary School
 The kindergarten has strong links with all three schools and established transition programs. There has been a decline in the number of enrolments from Trott Park to Sheidow Park and the kindergarten is supporting the school by advertising their play group and open days. The number of children commencing school in the catholic system remains the same and this is due to religious choice or because parents have attended school in the catholic system. There has been an ongoing increase in the number of children enrolling in Woodend Primary School and this is due to a change in school zone and an increase in the number of reception classes and positive feedback in the community.

Family opinion survey summary

Thank you so much for being amazing teachers for both our girls. The stuff they have learnt and the memories they have made at your kindy will stay with them forever. Honestly you run a great kindy, we will be forever thankful. The quality was higher than we had ever expected
The communication was outstanding.
The director's leadership was amazing as was her decision making.
The team at Trott Park exceeded our expectations. We always felt our child was safe and learning and we felt welcome as parents. Any issues were always followed up immediately.
Thank you so much for the care and support you have given my son this year and my daughter in previous years. We have loved being part of the Trott Park community. It's the best.
Thank you so much for everything you have done for my son this year. Maura and the other staff have made Trott Park Kindy an absolute joy to send our child to and he has loved it and learnt so much.
Thank you, Maura, for being an amazing leader! My daughter has thoroughly enjoyed her time at Kindy. You have a fantastic team and have supported my child to grow her confidence and challenge herself. It has been wonderful to watch her love her learning develop and to hear her beautiful stories of her days at Kindy. Thank you for fostering her friendships.
Thank you for all your hard work, all the afterhours emails and support.
Thanks for going above and beyond in everything you do for the children. We really have appreciated it very much. I was thoroughly impressed with the quality learning experiences provided.
We would like to say a huge thank you to you and your team for all the help support and kindness you have given our child and us and we are going to miss you.
The educators make learning fun and exciting.
Learning and wellbeing was always important. The educators were fantastic at communicating and following up.
It was fantastic to receive the weekly learning in advance. The director didn't miss a trick and communicated events and important information well in advance.
Could not fault the communication and relationships with families.
It was evident that the educators worked as a team.
The decisions and leadership were clearly done with the children as the focus.
Trott Park has been a beautiful community to be a part of.
Thank you so much for everything this year, we couldn't be happier with how our son has progressed. Such a lovely small loving vibe at your kindy. And the kids all look like they loved their time there.

Relevant history screening

The site maintains a spreadsheet documenting all stakeholders compliance and this is checked each term and all stakeholders reminded to update as necessary.
The spreadsheet is updated regularly as new people join.
All TRT's provide WWCC, RAN, and Department induction certificates along with photo ID. These are now stored on the laptop.
All volunteers engage in the 4 step volunteer process.
All other service providers provide compliance documentation and photo ID.

Financial statement

Funding Source	Amount
Grants: State	\$517,000
Grants: Commonwealth	\$0
Parent Contributions	\$28,300
Other	\$3,156

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	Pupil Free Days, Collaborative grants and literacy and numeracy grants were utilised for team professional development and critical reflection days to engage in learning design for numeracy and literacy and to engage in assessment and monitoring and forward planning for learning and engagement for all children.	All Children demonstrated significant growth in both their numeracy and literacy learning and this was evident in the multiple measures of data collated and analysed by the educator team and in the feedback from parents and children.
Inclusive Education Support Program	IESP funding was utilised to engagement in screening for identified children and for processing referrals on to support services. It was also utilised for formulating one plans and setting goals with both department service providers and outside service providers. An increase in funding was requested in term 3 and the site was successful in getting additional financial support. Two high needs children received 5 hours support per week. Home learning speech and language program were provided for all children who were identified. Speech children received 30 minutes support per week and children with both speech and language receive an hours s	Children receiving speech and language support made progress towards achieving their goals. All of the children receiving support participated in the Kindy play and recited their lines with confidence. The growth was evident in their documentation and in parent feedback and in feedback from both the department and private speech pathologists. Children on social interaction plans made progress towards positive engagement and transitioning.
Improved outcomes for non-English speaking children who received bilingual support	Not applicable	not applicable

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