



Clarence Gardens Kindergarten

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Clarence Gardens Kindergarten

2022 annual report to the community

Clarence Gardens Kindergarten Number: 4611

Partnership: Mitcham Plains

Signature

Preschool director:

Ms Amanda Fiedler

Governing council chair:

Stacey Rowse

Date of endorsement:

10 March 2023



Government
of South Australia
Department for Education

Context and highlights

CONTEXT:

Clarence Gardens Kindergarten is a stand-alone, part-time site that operates 4 days per week, and throughout 2022 has provided a service for children aged from 3 years 8 months to 5 years 7 months, in a sessional preschool program. CGK (Clarence Gardens Kindergarten) had near capacity enrolments at 43 children throughout the year where majority of our children attended their entitled 5 sessions/ 15hrs per week with only 10% attending 4 sessions, as two full days, due to parental work commitments.

Our playgroup is offered on Fridays and continues to thrive, where it provides a service for children from birth to 5 years and their parents/carers/grandparents. In term 4 we offer an afternoon session as transition for the children who planned to attend the kindy in the following year. This concept of a session just for the older children was very successful, being taken up by many families and offering a sound transition for those attending.

HIGHLIGHTS of 2022:

Firstly I'd like to acknowledge & thank our fabulous staff team for another great year! We can be proud of providing a high quality educational program, a stimulating and well organised learning environment whilst keeping the children's learning, safety and well-being as foremost in our actions.

Our yearly program and experiences provided for the children, combined with the National curriculum, which have developed their skills and knowledge in a multitude of learning areas:

Term 1 - Identity & Cultures - learning about the Kaurua culture & many of the children's cultures and diverse backgrounds

Term 2 - Caring for our Earth & Book making - learning about rubbish /recycling and introduce literacy /book making, including phonological awareness experiences.

Term 3 - Number Sense & Art - Annual Art Show - providing many number experiences and discussion at mat time. Also learning about a variety of different art techniques & famous artist in preparation for the Art Show.

Term 4 - Child Protection & Xmas - learning about feelings and keeping our bodies safe, followed by many lovely Christmas craft and activities.

* Other curriculum highlights were borrowing many animals from the Nature Ed Centre, learning about Zones of Regulation, working bee, children sharing their books from home, Obstacle-a-thon, MFS visits, Animal Capers visit, Outdoor week (s) excursion to ASO and the Marty McBubble Scientific bubble show.

* Facility improvements - stage 2 of the garden upgrade was completed including the central path, fairy garden and pergola.

Governing council report

Governing Council Report - 2022

Preschool quality improvement planning

GOAL 1- To improve children's foundation literacy skills through a focus on phonological awareness

Actions:

- Developing a plan at staff meetings that reflect the success criteria. Particularly focus on intentional /explicit teaching at mat times. Reflection and analysis to occur regularly.
 - Access professional development, training and reading to support pedagogical changes in staff. Referring regularly to the Literacy indicators and information in the Literacy guidebooks to support improvement.
 - Educators were released to attend the COLT partnership meetings as valuable professional development.
- Elements of this literacy improvement to be included in staff performance development plans
- Track children's individual development by collecting traffic light data on success criteria.

Success Criteria:

- 1) Children will be able to recognise and make rhyming pairs
- 2) Children will be able to clap syllables
- 3) Children will be able to identify sounds in words
- 4) Children will be able to identify end and middle sounds in words and begin to blend sounds

GOAL 2- To improve children's numeracy skills with a particular focus on number sense.

Actions:

- Educators to developed an action plan/agreement that focuses on Numeracy and pedagogical improvements. that.
- Readings and professional development with a focus on Number Sense to further Educators knowledge and enrich pedagogical improvement and changes.
- Enrich the environment with mathematical language/vocab, along with Number and other resources that will evoke extended experiences. To support this, audit what tools we already have and identify possible purchases.
- Set time aside time for staff reflection, analysis and planning. Tracking of improvement using the traffic light system

Success Criteria:

1. Children will understand the concept of countable units
2. Children will subitise collections up to 5
3. Children will know everything about numbers 1 to 10
4. Children will understand that the arrangement of a collection wont change the quantity

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	42	43	43	45
2020	44	N/A	43	44
2021	43	43	44	44
2022	42	43	43	43

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	93.7%	92.6%	87.7%	92.1%
2020 centre	95.5%		90.9%	77.4%
2021 centre	94.9%	93.1%	81.1%	92.5%
2022 centre	89.8%	85.8%	81.8%	90%
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

Our figures are very similar to last years. We have a consistent approach with delivering the Attendance Policy and following up with families if they were absent for more than 2 consecutive days.

Due to our cohort of families that are working parents, 3% of families still opt to only send their child for their 2 full days and not take up the half day session or not attend on their booked half day.

Covid did impact slightly earlier in the year, however families have become more comfortable sending their children knowing we strategies in place to minimize cross infection.

Destination schools

Feeder Schools (Site number - Name)	2019	2020	2021	2022
127 - Edwardstown Primary School	42.9%	44.4%	44.4%	31.4%
475 - Westbourne Park Primary School	42.9%	38.9%	44.4%	51.4%

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

Our main feeder schools continue to be Westbourne Park PS and Edwardstown PS.

49% Westbourne Park PS

33% Edwardstown PS

Other feeder schools in 2022 are Black Forest, St Anthony's, St Thomas, St Raphael, St Therese and Heritage College.

It is an advantage that Westbourne Park and Edwardstown PS are schools in our Mitcham Plains Partnership who with which we have a strong alliance, and this certainly has assisted with a very effective transition program for the children and families, where they felt well supported.

Family opinion survey summary

2022 Parent Opinion Survey Summary:

Quality of Teaching and Learning:

RESULTS - Strongly agree - 66% Agree - 32% Neutral - 1% Strongly disagree - 1%

Parent comments -

"Friendly teaching staff"

"My child has some learning and speech difficulties and I am happy with the support offered to help him along".

"We absolutely adore the team - they have made our child feel very welcomed. He loves attending and learns so much, whilst having fun and making meaningful relationships."

"We are very happy with the teaching our child is getting at Clarence Gardens Kindy."

Support of Learning:

RESULTS -

Strongly agree - 54% Agree - 43% Neutral - 3% Disagree - 0% Strongly disagree - 0%

Relationships and Communication:

RESULTS -

Strongly agree - 48% Agree- 49% Neutral - 3%

Parent comment - "We appreciate the individualised approach to each student."

Leadership and Decision Making:

RESULTS -

Strongly agree - 35% Agree - 42% Neutral - 3% Disagree - 0%

Parent comment - "A bit of an unsettled year due to teacher's moving away from the preschool."

General comments:

"Feel very lucky to have our child attend this preschool. It's simply amazing."

"Overall an excellent preschool which encourages learning which we're pleased about."

Complete report with detailed results available at site.

Relevant history screening

All staff and additional people working at this kindergarten have provided the relevant 'Working with Children' screening.eg photographers, cleaners, incursion visitors etc

Governing Council were only required to complete their RAN training.

Parents who assisted regularly and on excursions were required to complete/ provide a copy of their RAN certificate and proof on COVID vaccination.

Financial statement

Funding Source	Amount
Grants: State	\$450,134
Grants: Commonwealth	\$0
Parent Contributions	\$34,544
Other	\$8,942

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 and numeracy resources were purchased during 2022. Areas of the outdoor space were improved, impacting on learning, especially oral language. With this funding the site annually funds a professional development course to support Literacy and Numeracy learning.	Pupil Free days provided staff with valuable time to work as a whole team, reflecting and planning through a Numeracy and Literacy lens. Staff weren't able to access or source a relevant PD course this year. Funds to be carried forward to 2023.
Inclusive Education Support Program	Funding and 1:1 support was allocated for - 4 children eligible for preschool support in the area of 'Speech Pathology' in 2022. 4 children had significant needs with Global Delay, Down Syndrome, ASD, regulation and communication concerns.	Through our substantial IESP funding, extensive IESP funding and 1:1 support, these children were able to better access all areas of the preschool program, follow routines and grow their development in many areas.
Improved outcomes for non-English speaking children who received bilingual support	Nil children needing bilingual support/funding in 2022	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.