



Rostrevor Kindergarten

2022 annual report to the community

Rostrevor Kindergarten Number: 4650

Partnership: Morialta

Signature

Preschool director:

Mrs Tina Wise

Governing council chair:

Megan Young

Date of endorsement:

12 April 2023



Government
of South Australia

Department for Education

Context and highlights

Rostrevor Kindergarten is a full-time Department of Education and Children's Development Kindergarten located within the Morialta partnership. The Kindergarten is located in a quiet residential street, close to Stradbroke Primary School. The service is also within walking distance of local parks and creeks and Morialta Falls Conservation Park. The Kindergarten outdoor environment's native flora encourages visits by native birds and animals such as Koalas. The families attending live predominantly in the Rostrevor area with a few children attending from the surrounding suburbs.

The Kindergarten operates four full days with children attending 2 full days, in either the Monday/Tuesday "yellow group" or the Wednesday/Thursday "blue" group. This enables children to access their kindergarten entitlement of 15 hours per week. The staff team comprises of a Director, two Teachers, an Early Childhood worker, a Bilingual Support educator a Support Worker for children with special rights. The children, families, staff, community and surrounding environment are an integral part of the curriculum that is guided by the Early Years Learning Framework.

2022 started with a Covid 19 directive that families were not able to be on site. This presented many challenges but the children became very independent and were able to quickly engage in the learning.

Our Sustainability Inquiry focus was on the river and creek environments, particularly focussing on the platypus ecosystem. We introduced "Peek" the Playtpus as our sponsored animal. This also led to learning about Australian animals. We borrowed the blue tongue lizard and our literacy learning was based on the Wombat Stew and Fancy pants books. Troy Allen an Indigenous performer was very enthusiastic with his dances, face painting, storytelling and music which mimic the kangaroo, emu and other Australian animals.

Trent from Indigenous Culture for Kids is a part of program every year and he brings a collection of artefacts - weapons, tools, nets and other everyday items all used to fully engage and educate the children. The Morialta walk, with Trent and invited Kindergarten families is a great way to connect our learning of Indigenous culture with the local community.

The gardening program with Rebecca Mumford from Greenhill Living continued to connect our Kindergarten children to the importance of caring for living things in our environment, while gaining an understanding of the source of our real food. It also promotes a positive connection to healthy eating. Rebecca is always impressed with the children's enthusiastic approach to caring for garden and she makes the most of the compost and "worm juice" to show the children the food cycle.

In the middle of the year we were presented with the challenge of major works being undertaken in the July school holidays. The works due to the building movement meant the bathroom was dug up and everything replaced. The veranda was raised and filled in to prevent rain getting in and to fix the leaks and the concrete was totally replaced. New carpet was installed in the main playroom and office and we purchased new office furniture. Now this work has been completed we can finish off the pavers and replace the outdoor blinds in 2023. Throughout the year parents shared their skills of dentistry, cooking and a parent who works at the RSPCA for coming and talking to the children about ways we can care for animals and some of the children brought in donations for the animal shelters.

The Kindergarten staff and reception teachers collaborated again this year and planned opportunities for us to visit the reception classes and for the classes to visit us to help children feel secure and confident with the transition to school.

The year finished off with the fun of the Kindy Disco where the children showcased their moves and the dances they had learnt throughout the year.

Governing council report

The 2022 Kindergarten year began with safety and wellbeing of students, staff and our communities a clear focus with Covid 19 transmission at a peak in SA. Families and staff were required to follow health advice and adhere to increased safety procedures in order to minimise the peak of cases in SA. Despite the increased procedures and precautions we needed to follow in the kindy environment, and the fact families were unfortunately unable to even come onsite, there were some clear positive outcomes for our children and families alike. Tina and the other educators did a wonderful job of establishing routines and assisting children to settle and transition into Kindy life. We saw our children quickly develop independence and confidence in routines and build resilience. The situation at the time allowed for our children to have plenty of opportunities for play and activities using the outside environments as much as possible. In fact, one of the best things about Rostrevor Kindergarten for our children is the beautiful outdoor play spaces and environments that develop curiosity and a love and connection to nature. In Term 1 the Seesaw Classroom App was set up to keep families updated on all the exciting day to day activities and learning happening at kindy. This and our regular Council meetings and very informative newsletters from Tina allowed for communication and connection between home and kindy, and parents loved being able to share in their children's learning journey.

Throughout the year children participated in so many wonderful opportunities to learn and grow. They learned all about edible gardens and creating worm juice and taking care of their own kindy veggie patch. They enjoyed the visits from Rebecca from Greenhill Living and assisting her in the upkeep of the kindy garden. A highlight was participating in the Rainbow Tastings where children were introduced to taste testing different coloured foods and then voting on whether they liked them or not.

There were many opportunities throughout the year for children to learn about Indigenous culture and connect to country and nature. Troy Allen an Indigenous performer visited and conducted sessions introducing children to dances, face painting, storytelling and music. Trent from Indigenous Culture for Kids shared some sessions and stories later in the year and lead a family walk through Morialta Conservation Park. This was enjoyable and educational for everyone! The kindy focus for Book Week was 'what it means to be an illustrator' and there was again a focus on Indigenous culture. Parents were by now allowed onsite and provided an opportunity to stop in and read indigenous books to their child in the mornings at drop off that week.

A highlight of the year for every child was having their turn to borrow Peek the toy platypus and bring him home for a night and then be able to share their stories of adventures together with the rest of the group. As part of the focus on river and creek environments, Australian animals and sponsoring an animal each year, children thoroughly engaged in all things 'Peek', sustainability and caring for their world.

Dancify once again came to kindy to provide fun dance sessions during the year and children delighted in learning lots of great moves culminating in our end of year Disco. This event was a highlight for everyone to come together and the children to share their routines and funky moves with their families.

There were also a number of opportunities for fundraising throughout the year. To celebrate the 57th anniversary of Rostrevor Kindergarten in 2022, families were given the opportunity to purchase pavers with funds raised going towards purchasing new outdoor blinds. The personalised tea towel fundraiser and the herb market also raised funds to go towards future Kindy purchases.

Towards the end of 2022 a number of transition opportunities with Stradbroke School were provided for children so they could begin to feel more confident and ready to start school in 2023. The visits from the receptions to kindy and of our groups across to the school contributed to our children feeling excited and prepared for 2023.

Thank you to Tina, all of the Rostrevor Kindergarten educators and the wonderful volunteer parents who have each contributed in some way and played such an important role throughout the year. You have all done a great job in nurturing and assisting our children to flourish through their kindy year. Best wishes for the incoming Council and to all Rostrevor Kindergarten families in 2023.

Megan Young
Chair

Preschool quality improvement planning

Bookmaking was another focus for 2022. We intentionally planned opportunities for children to see themselves as writers to develop their drawing, writing and oral language skills.

Term 1: Literacy: I use language to connect with my world

Encouraging children to communicate and express their ideas through conversations, asking questions and listening. We focussed on "wombat stew" a familiar story. We used story table with puppets and read the story to the children. They made "stews" with some mud play and props and acted out the story for their friends.

Numeracy: Explore symbols and patterns in my environment

Identify and talk about shapes and properties, investigate same and different with shape hunts, musical instruments with shapes, making shape pictures and using natural materials to make shape pictures.

Term 2 Literacy: we had a book focus "Fancy Pants" Each family received a copy of the book to keep and read at home with some experiences over which linked to the book and what we are doing at Kindy. In our small groups we are focussed on the concepts of print and the characters in the book and the children to design their own patterned pants to wear at a "dance party" at Kindy in week 9.

Numeracy: We had a student doing her final University placement at Kindergarten she undertook an inquiry project related to children's spatial development some of the learning experiences were making maps of our Kindy, treasure hunts, using symbols and arrows on a map and making 3-D artwork to represent our real world.

Term 3: Literacy: The garden on old red gum road - shared text with families, small groups and exploring the different characters. We also linked the book to our gardening experiences at Kindy and held a market for families with produce we harvested from the garden.

Numeracy Learning... Find a seed or seedling and put it in a pot with your child's name on it to bring to Kindy we observed changes in the plants, recorded what they can saw and measured growth.

Term 4: Literacy: Bookmaking focus continues and the children's confidence has grown as they write their name as the author and illustrator and are proud to share their books with friends or at group time.

Numeracy: Engaging children in meaningful data experiences. In our small groups educators are providing opportunities for children to collect information on various topics like: how they get to Kindy, how many people in their family, how tall they are, what is their favourite toy or fruit or play space. Once the data is collected they will interpret the findings.

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	65	66	65	66
2020	65	N/A	65	66
2021	65	63	61	64
2022	57	59	61	59

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	95.8%	91.3%	91.5%	90.2%
2020 centre	93.8%		98.5%	93.5%
2021 centre	94.0%	93.0%	93.4%	94.8%
2022 centre	86.7%	81.8%	83.9%	60%
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

This year our attendances have been affected by Covid 19 and also children who left for overseas holidays once travel resumed this year.

Destination schools

Feeder Schools (Site number - Name)	2019	2020	2021	2022
923 - Stradbroke School	192.7%	187.5%	187.8%	175.0%

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

In 2022 children transitioned to 11 different feeder schools with the majority going to the local school Stradbroke Primary.

80% (48 out of 60) children went to Stradbroke Primary School. The other 20% of children transitioned to 4 public schools and 7 private schools and 1 overseas. The schools are listed below:

Magill (1)
 Trinity Gardens (1)
 Rose Park (1)
 East Torrens (1)
 Pembroke (1)
 St Francis of Assisi (1)
 Rostrevor College (2)
 St Pius X (1)
 Overseas (1)
 St Josephs (Hectorville) (1)
 St Josephs (Tranmere) (1)
 Cedar College (1)

Family opinion survey summary

The parent survey this year was only distributed online so unfortunately we only had two responses. One was feedback about lack of communication and the other was feedback on how well we had done throughout the challenges of covid 19.

Family comments on Quality of Teaching and Learning

Every year we seek feedback from parents as a comment on the mid-year learning plans and also at the end of the year summative statements. We find these comments are a reflection of the teaching and learning at Kindy:

Relevant history screening

It was difficult for families to be able to volunteer and be involved in 2022 but we were fortunate to have parents who are teachers who have current history screening and could help with excursions and emergency evacuation practices. We had one volunteer who already had their screening and any other volunteers, cleaners and people coming for incursions provided their necessary details.

Financial statement

Funding Source	Amount
Grants: State	\$523,570
Grants: Commonwealth	\$0
Parent Contributions	\$34,625
Other	\$737

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>LITERACY GOAL: ENGAGE CHILDREN IN MEANINGFUL WRITING EXPERIENCES</p> <p>If we provide opportunities to engage in interactive and scaffolded writing, within play-based learning (including bookmaking), then children will be engaged in meaningful writing experiences.</p> <p>Strategies:</p> <ul style="list-style-type: none"> • Explicit Teaching Practices - Scaffolding learning, giving children timely feedback and set learning goals based on individual children's needs. • Educators established a common understanding through involvement in Lisa Burman Inquiry Group. • Intentionally provide spaces where children have writing opportunities. <p>Educators and families working in partnership together.</p>	<p>Children demonstrate their writing skills in many ways. We gathered samples of children's writing throughout the year and each time teachers interacted with children to nudge them to move to the next steps and celebrate the distance they have travelled. Educators also focussed on building each child's identity as an author. Our program included phonological awareness strategies and we utilised the Literacy Australia resources to have a shared text between home and Kindergarten focussing on the concepts of print. Staff met each term to discuss children's progress and to plan the next steps. 100% of children showed progress in writing skills.</p>
Inclusive Education Support Program	<p>In 2022 there were 6 children who had a one plan: 3 children with Aboriginal backgrounds (1 3yo) One child with physical disability who required one on one full time support to attend Kindergarten in the Yellow Group. The Director completed IESP application for additional funding and 10hrs per week was allocated as additional resourcing. One child with ASD diagnosis who required one on one full time support to attend Kindergarten in the Yellow Group. The Director completed the IESP application for additional funding and an additional 8 hours for term 4 funding was received. There were 3 children who received support for speech and language.</p>	<p>The site liaised with the families, Education Department support services, Physiotherapists, OT, Speech Therapists and Stradbroke school with regular meetings each term to discuss progress and to ensure a smooth transition to reception for both the children with full time support needs. Preschool support staff and Kindergarten staff followed recommendations and we re-valuated our environment and planning to ensure all children had access to the resources and play spaces. All the children showed progress in their fine and gross motor development, speech and language skills and their sense of belonging to the Kindergarten.</p>
Improved outcomes for non-English speaking children who received bilingual support	<p>No funding was received from bilingual program. We site funded Kimmy to work with the bilingual children and families at the Kindergarten. She has worked at the site since 2014. The development of a strong sense of identity is critical and recognising children's culture is the fundamental building block, essential for healthy sense of who they are and their sense of belonging at Kindy. In 2022 we had 6 children who spoke Cantonese or Mandarin and we are finding many grandparents are dropping off and picking up the children.</p>	<p>Employing Kimmy as bilingual support provides the ability to interact respectfully, constructively and positively with children, families and community. Kimmy also promotes to families the critical importance of learning through play.</p>

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

