

# Enfield Folland Park Kindergarten



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### 2022 annual report to the community

Enfield Folland Park Kindergarten Number: 5659

Partnership: Torrens

Signature

Preschool director:

Mrs Rowena McAvaney

Governing council chair:

Megan Kielczynski

Date of endorsement:

10 March 2023



Government  
of South Australia  
Department for Education

## Context and highlights

Another productive year making improvement to the physical environment. Director initiated the installation of 4 external entry/exit security screen doors keeping out, flies, mosquitos, wasps and reptiles whilst allowing the flow of fresh air. Director also had all the three air conditioning units replaced with the costs covered by the Department for Education. A thorough tree Audit carried out in June by PTS (Mark Lawson Arborist & Professional Tree Services) and action was taken to remove any branches of trees with the potential of being a hazard. Term 2 school holidays, Gondwana Landscapers rejuvenated the soil and planted natives on the North West side of the Kindergarten. We had a hot water system replaced and last but not least, Garrard electrical installed two new fans in main Kindergarten room, new outdoor flood lighting on entry pathway and several new electrical outlets and charging stations, ensuring no usage of extension cords or adaptors.

The Kindergarten community connections continued to get stronger, as we focused on our values. These values included connecting with community, respect of the land and Kaurna culture, conservation of flora and fauna and sustainability.

- In term 3 & 4 Family Day care began engaging in our program again, visiting Tuesday mornings on a fortnightly basis.
- Folland Reserve visits commenced terms 2 and 3 and whilst visiting, Natalie co-created 'Walking in Kaurna Country: Exploring the Folland Reserve Park' books for each group. The book is a compilation of children's drawings of what they noticed whilst in the Reserve. Natalie scribed child's voice and wrote keywords in Kaurna language for natural things they noticed. For example, Bush: Wirra, Spider: Wako and Tree: Karra.
- We connected with Project Director, Paul Radbone at CareWorks SA to visit our local Community Garden and shop. The children were able to nurture their seedlings and then plant their tomatoes and basil in the designated EFPK garden bed as well as donate second hand goods to their shop.
- We carried out two excursions to the local library at Enfield and liaised with Librarian Lan and Kylie who shared books and facts about bees whilst children had their senses stimulated by watching them hard at work. All children were given a Library bag and those that applied received their very own library card.
- Connecting with Trent Hill – Aboriginal educator during several incursions and an excursion to Adelaide Botanical Gardens.

Staff engaged in Professional Development within our partnership, focusing on improving our Pedagogical Documentation and we completed IT training, using 'one note' within Teams to have an inclusive collaborative approach with Ped Doc in 2023.

## Governing council report

The Governing Council (G.C) in 2022 comprised of 5 dedicated members including myself, Megan Kielczynski as Chairperson, Melissa Kirchner as Treasurer, Molly Harrison as Secretary, Steven Cox and Meg Wilding. All members were committed to a sense of community and this was evident when they collaboratively contributed to the Quality Improvement Goal, engaging in decision making and ratifying Risk and Benefit Assessment Management Plans for incursions such as the campfire experience in the Ninna Marni Garden, Animal Capers as well as excursions to the Folland Reserve, Enfield Library, Enfield Community Gardens and the Adelaide Botanical Gardens.

In Term 3, Governing Council were proactive in operating a lucky square fundraiser. The members sourced great prizes from a local grocery store, cafes and restaurants as prizes. The Lucky Square Fundraiser was drawn on 18th November by Molly Harrison and raised \$266.00.

In Term 4, Governing Council were in agreeance that the attendance from families on top up Wednesdays were very low and after much discussion, we ratified the decision to change the hours of session times. In 2023, Enfield Folland Park Kindergarten will operate from 8am to 3.30pm, adding 15minutes per session which alleviates having to do a five hour top up session once a term, per group on a Wednesday.

The 2022 Governing Council would like to take this opportunity to thank the staff of EFPK for their dedication and the passion they bring to their roles every day. The kindness, care and consideration doesn't go unnoticed. With covid having a significant impact during our children's formative years, we truly appreciate all the efforts made to help them feel welcomed, safe and confident during their time at EFPK. This, along with local excursions, has encouraged the smallest members of our kindy to feel like valued members of the wider community. We would especially like to thank the Director of EFPK, Rowena McAvaney. Her commitment to her staff and students is unsurpassed through both positive and challenging times and we appreciate everything she has done.

# Preschool quality improvement planning

A significant component of our 2022 QIP goal was to collaboratively focus on co-designing and creating a literacy learning environment acting as the 'Third teacher' and for the educators to implement Sustained Shared Thinking strategies in order to build oral communication growth for every child, particularly for quiet, reluctant communicators and ESL children. This was achieved by developing pedagogy and co-constructing and creating opportunities for small group work. An example of this being a success, is when a small group of children categorised by limited English worked with an educator who conscientiously focussed on reinforcing the learning (from big group) and build on their vocab by focussing on their conceptual understanding of a new word. By educators implementing appropriate Sustained Shared Thinking Strategies, the children developed their confidence to verbally contribute to the conversations. After collaboratively reflecting, educators noticed the benefits for facilitating small groups, this being that children had more opportunity to speak, and that they weren't competing with confident communicators. The data showed that the ESL children whom initially used 1 to 2 words to contribute, and after their exposure to small group work, they produced up to four to five words in context to the topic being discussed.

Overall, throughout 2022, the EFPK team have adapted plans when faced with the unexpected (Covid affecting attendance) and utilized our knowledge of small groups to create opportunities for informal small group and deeper conversations with children in the moment. This allowed opportunities for children that are reluctant talkers or ESL children to verbalise their wonderings, theories, and ideas at a time when they felt less pressure to perform in front of peers. We recognized the importance of capturing educator's dialogue/questions, thus having evidence, that we are building pedagogy capacity around Sustained Shared Thinking Strategies and extending children's knowledge. Within the Pedagogical Documentation educators all had a turn at highlighting children's language growth. For example, looking out for Increasing vocabulary, transferring vocab to new situations, articulating their thinking, and learning in sustained conversations. This data assisted staff to write the Learning Outcomes for individual children with a focus on ELYF outcome 5 (Communication). Staff have reflected that this authentic data was useful when writing children's Learning Statements. Also recording 'New word alert' on the emerging Curriculum document, communicates to all staff including those who may have been absent, the new vocabulary being implemented and inviting them to also utilize and expand on ways to apply the word during the day. The new vocab words are then displayed to parents and families, allowing them to reinforce the meaning and using it appropriately in different context. Through analysing the Pedagogical Documentation and writing up the Learning Outcomes for every child and using this data in the children's Statements of Learning, we are 95% confident that through the process of implementing Sustained Shared Thinking Strategies, educators have extended every child's oral communication, thus increasing their engagement in play and the preschool program.

## Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	63	62	60	58
2020	58	N/A	56	55
2021	45	49	47	48
2022	56	54	47	46

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	92.9%	93.1%	85.9%	93.6%
2020 centre	84.1%		89.4%	92.1%
2021 centre	90.9%	87.6%	89.6%	89.1%
2022 centre	78.3%	75.5%	75.8%	81%
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

As a result of Covid 19 and travelling restrictions lifted, several EFPK families took the opportunity to travel overseas. In Terms 3 and 4 the site had families take leave to visit their families in India, Egypt and Philippines. Also, the site had to conduct a Covid Closure on the 18th August through to the 23rd August due to numerous staff being unwell. As a result of this, we then tightened our vigilance with regards to sending children home if they had symptoms such as a persistent cough or constant runny nose and this affected our attendance records.

## Destination schools

Feeder Schools (Site number - Name)	2019	2020	2021	2022
660 - Enfield Primary School	12.2%	8.6%	13.8%	18.5%
8003 - Heritage College Inc	0.0%	2.9%	0.0%	7.4%
305 - Nailsworth Primary School	0.0%	2.9%	0.0%	3.7%
314 - Northfield Primary School	0.0%	5.7%	0.0%	3.7%
352 - Pooraka Primary School	0.0%	0.0%	0.0%	3.7%
9115 - Prescott Primary Northern	0.0%	2.9%	0.0%	3.7%
570 - Prospect North Primary School	4.9%	8.6%	6.9%	11.1%
9065 - Rosary School	2.4%	2.9%	6.9%	7.4%
9016 - St Gabriel's School	14.6%	22.9%	20.7%	3.7%
9031 - St Martin's Catholic Primary School	4.9%	8.6%	20.7%	7.4%
9116 - St Paul Lutheran School	36.6%	20.0%	6.9%	25.9%
8411 - Torrens Valley Christian School	0.0%	0.0%	0.0%	3.7%

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

Being a stand alone Kindergarten situated in the centre of Enfield, it feeds into both Department for Education (DfE) and private schools. In 2022, 26% of the cohort transitioned into neighbouring DfE primary schools. These included Enfield, Northfield, Prospect North, Nailsworth, Prospect, and Dernancourt. The neighbouring private schools which are still popular include St Paul's Lutheran (26%), St Gabriel's (12%) and St Martin's (7%). The remainder of the cohort (27%) went to other private schools, mostly with a college title. For example Cedar College, Heritage College, St Paul's college. 2% of the cohort has advocated that they will engage in home schooling.

# Family opinion survey summary

Throughout 2022 Parents have been provided with the opportunity to provide the Kindergarten with feedback, via our twice a term advertised Governing Council meetings, communal feedback box, the Inquiry Journals and Children's Portfolio books, Preschool Parent Survey and Parent Teacher feedback slips. Parents expressed their gratitude regarding their children's engagement with the learning, their relationships with staff and the rich pedagogy we deliver. We had fourteen parents (highest response in five years) complete Preschool Parent Survey and their responses conveyed positive comments that were then shared with the Enfield Folland Park Kindergarten staff.

Below are statements which highlight not only the quality teaching and highly engaging learning experiences but also recognizes the strong and positive relationships fostered amongst staff and families, which is undeniably crucial to a child/ren's sense of belonging.

'I really value the way the director and teachers facilitate so much learning while remaining play based. Their commitment to the Reggio Emilio style of educating works wonders and means the kids get to learn in a way that suits them best.'

'Staff are excellent, have helped with my daughter care needs. My daughter has autism. Staff have been fantastic for my daughter needs and supported me.'

'All but praises at Enfield Folland Park Kindergarten. They really invest on students' welfare. Activities are intended for groups, but their approach are always individualised to meet learning needs, and you can see how much effort they put in towards weekly updates and the Kids' Portfolio. My child has developed self-confidence and more social skills with the help of the teachers'.

Interpreting the feedback data from the Parent Opinion Survey, within the relationships and communication questions, it was evident parents were understanding that due to Covid, parent involvement was challenging to navigate but communicated hopes for increasing Kindy community involvement in going forward. Also, it was stated that the preschool communicates information readily, however, they would find it more beneficial and easier to engage with updates around their child's progress and learning, if this was shared in an online or app format. These two points of parent perspective will become a focus for improvement in 2023.

## Relevant history screening

To ensure compliance with the DfE, screening history protocols are systemized for all staff, TRT staff, volunteers including Governing Council members, students, visitors facilitating an incursion and/or contractors working on site. All people working or volunteering at the Kindergarten site whilst in the presence of children must supply their Working With Children Check to the Director or the permanent teacher. A hard copy of this is then filled on site. A copy of each staff member's Working with Children Check is kept in the staff portfolios and is also recorded in HRS system to ensure emails are received regarding individuals expiry dates, thus providing sufficient time for employees to apply for a new WWCC.

## Financial statement

Funding Source	Amount
Grants: State	\$485,202
Grants: Commonwealth	\$0
Parent Contributions	\$25,919
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	New books containing content connected to inquiries were purchased engaging children to go deeper with their wonderings, theories and ideas. For example, interest in dogs 'With a dog's love, clever dogs helping humans' and 'Gus the guide dog' Other resources included binoculars, life cycle of a frog manipulatives, bug catchers, life like puppets including possum, kookaburra and sleepy lizard and a world globe as well as quality stop watches to measure time.	Collaborative play (social skills), developing oral language n cognitive thinking (imagination, creativity & problem solving).
Inclusive Education Support Program	In week 0, Staff received a presentation and provision of individual seizure training with Women's and Children's Health network for a specific child enrolled. Extra staffing was ascertained to provide additional support. Staff relieved to write referrals and One Child One Plans. Individual resources were created eg social scripts and cue cards as visual prompts. Preschool support staff (Special Educator, Speech Pathologist and Behaviour Coach) as well as EFPK staff held meetings with families to discuss goals, adjustments and strategies ensuring continuity.	Children receiving support achieved specific goals (documented in one plans and statement of Learning reports). Child receiving extensive funding was accepted into a DfE special options class at Dernancourt Primary School.
Improved outcomes for non-English speaking children who received bilingual support	In 2022 Bilingual was ascertained for four children. The languages spoken included Hakha Chin, Hazaragi and Gujarati. Bilingual educator was required to record progress notes and provide feedback to the educators and whenever possible to the parents.	With support children increased their English Vocabulary, developed their social skills and dispositions to play with other children.

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