



# Park Terrace Kindergarten

## Park Terrace Kindergarten

### 2022 annual report to the community

Park Terrace Kindergarten Number: 6655

Partnership: Port Lincoln

Signature

Preschool director:

Mrs Gillian Jenkins

Governing council chair:

Sally Redden

Date of endorsement:

21 March 2023



Government  
of South Australia

Department for Education

# Context and highlights

Park Terrace Kindergarten (PTK) is located on the Port Lincoln Junior Primary School grounds, in Port Lincoln, on Barngarla country. Originally known as Cranston Street Kindergarten, we re-located to this site in term 2, 2016. PTK is seen as a preschool of choice in Port Lincoln due to its location, modern facilities, and quality program. We are in the central business district of Port Lincoln and are surrounded by 3 public schools and one private school is located within close walking distance. Parking is available at Centenary Oval at the rear of our Kindergarten and is shared with Junior Primary School families. We offer a preschool program for the year prior to school entry. Our Governing Council was elected in March 2022; our Chairperson is Sally Redden. Our next Annual General meeting will be 21st of March, 2023.

PTK is a category 1 site which is based on our isolation and the social economic status of our population. We welcomed 46 children to our Kindy community in January 2022. One child joined us in term 3, he was eligible for early entry and will continue with us in 2023, and 2 more children began mid-year. 1 child left our service due to family choice, to attend a Childcare service where the mother was the Director. All children had English as their first language although 3 families were bilingual. One child wore cochlear implants, another child was diagnosed with Autism Spectrum Disorder and we provided 18 children with speech and language support.

We divide the children into 2 set groups: attending Monday and Tuesday (younger children) or Wednesday and Thursday (older children) with an additional 4 hours on alternate Friday mornings. All children have access to 30 hours of preschool per fortnight. Friday afternoons are used as meeting time with parents and for staff non-contact time. Each group of children have consistent staff team. Our belief is that developing a strong sense of identity and belonging can be achieved more effectively with a familiar group of children and consistent staffing arrangements. Our warranted staffing for Term 1, 2022 was 1.0 x Director, 1.0 Teacher and 0.5 Early Childhood Worker (ECW) with 0.4 teacher for Universal Access. We have increased our Universal Access teacher position to 0.5 position (0.1 funded from our site budget) and employed an additional 0.4 contract ECW (also from our budget) to ensure continuity of staffing for each group of children.

The Early Years Framework - Belonging, Being, and Becoming guides everything, we do at Park Terrace Kindergarten. Our program is led by child voice and is rich in inquiry-based learning and nature play. We work closely with Pt Lincoln Junior Primary school to ensure transitions are seamless and knowledge and facilities are shared, which promotes positive outcomes for all children.

During 2021 local artists Karen Carr and Jill Pantiyasa were commissioned to create an underwater mural using our outdoor improvement funding from the Department for Education. The mural is an underwater scene which is magnetic and has interactive sea creatures (squid, cuttlefish, cowfish, leatherjackets, Port Jackson Shark etc.), birds (Osprey and Hooded Plover) and interchangeable fixed elements (Southern Right Whale, reef, stingray, mermaid, treasure box and submarine) An absolute highlight in 2022 was the learning program we developed a for our children using the mural as a catalyst. The program was rich in community engagement and deep learning opportunities for children. We walked to the Port Lincoln jetty and wondered what was under our feet. Returning to Kindy we viewed the video 'Under the Surface' which showed what actually was there, both in daylight and night. Dr. Shelley Harrison-Paul, a Marine Biologist, introduced the different species to the children through a 'mini-museum' and we matched real specimens and photos with our mural pieces. Senior Marine Ranger Elly Schultz and Park Ranger Hannah Cowley came to Kindy to add another layer of rich

# Governing council report

Well, 2022,

My second chance, but no less of an honour, at being the Park Terrace Parent Teacher Committee Chairperson, but I doubt these ladies needed a Chairperson to get the job done! And what a job well done they did, this amazing committee raising well over \$6000 throughout the year! Such a fantastic achievement and the efforts of all are so deeply appreciated!

We started the year with gusto with our annual kindy gym-a-thon! And thanks to the mega minds of the group, this ended up a Triple treat event with a sausage sizzle, cake stall & obstacle course all in one! Smashing a huge dent in our fundraising goal right up front. We continued on with smaller fundraisers throughout the year, a personal favorite was being involved in an after hours Dance Party as the students earned themselves due to their continued efforts in class.

It is always a tough year, the inaugural event of lending your child to educators, marking the start of the education journey. One comment from our leadership group that significantly resonated with me was "Our children have transitioned to Kindy with ease and comfort, and that is such a credit to the environment you have created." To watch children evolve almost immediately into independent little learners, with comfort and a sense of belonging from day one, to feel safe and cherished in what should be (and usually is for mum) a new and daunting environment - i couldn't say it any better - the credit is 100% to the leadership team at PTK.

Our meetings were always fun and included lots of laughter & off topic discussions, many a belly laugh, and inappropriate jokes - but the camaraderie and friendships developed over the year ensured we had a great end of year party & celebration. Even a few tears were shed, as the heartfelt thank you's and shared adoration of the leadership team for the year you have given our children.

It was an honour to stand beside Gill as she took the reins from Lyn as the director for 2022. Who, even in the face of her own personal challenges, managed to cherish our children and direct straight from the heart. You give your heart and soul to those children, the effect your leadership, and what your leadership team has on our children will become more and more evident for many years to come. I can not tell you how proud I am to know you, to have watched you lead from the front, and now to see you transition into leading from behind the scenes (probably a little more than you would like). The moments you do get to spend with our children are treasured and you will forever be "our best girl". Gill, naturally you were the only choice for director of our fantastic kindy - your leadership, vision and core values ensure our kindy is on a very fruitful journey & you should be extremely proud of your first year as director.

To our Parent Committee of 2022, I thank you for your continued support, effort and commitment to the awesome year we had! Thank you to your families for letting you take time out of our hectic family schedules to join in the meetings, even though our kids and husbands think all we do is eat lollies and make work for them (not far off). Thank you for your continued presence, your epic contributions, your awesome ideas, your "can-do" attitude and for being committed to developing and maintaining the Kindy's parent-teacher communication and shared vision.

To the teachers and leaders – Gillian, Kellie, Corinne, Bronwyn, Tarshi & Cherine - thank you for teaching, guiding and cherishing our children through a fantastic year, I'm sure it had its own unique challenges, but we did not see, feel or hear them and I'm ever amazed at how you handle yourselves with grace, humour and professionalism, even after spending the day with 30 or so energetic 4 years olds!!

My last report was full of covid and challenges you rose above - this year, like all years, you handled fewer world changing challenges, but challenges nonetheless, with grace, composure and competence, and did not miss out! A sincere and heartfelt THANKYOU, your efforts have not gone unseen!

To the future committee members - I encourage you to prioritise the meetings, and I promise you will get more out of the one-two hours twice a term, than you will be required to put in.

Building a relationship and friendship with your child's educators gives you a strong foundation and deeper insight into your child's development, it allows you a platform to gain greater knowledge of what is happening at kindy and how to best support your children, but also a great excuse for unwinding with other parents.. It also gives you a chance to shape the future in a small, but profound way!

The very best of luck to you all in 2023 - and I can't wait to be back in 2025!

Sally Redden  
Governing Council Chairperson  
Park Terrace Kindergarten

# Preschool quality improvement planning

Our 2022 Preschool Quality Improvement Goal, 'To improve children's abilities to communicate through mark making' had a significant impact on children's development and families' understanding. We employed Jordan Young, an Occupational Therapist, to work with educators to develop knowledge of the foundation skills children need to be mark makers. Jordan developed a screening tool and supported our environmental audit to ensure we had a rich and challenging environment which fostered children's opportunities to mark make. Initially we focused on all foundation skills, this was too broad and needed refining to be achievable. We decided to focus on children's vestibular development since Jordan viewed this as the most critical element of their development. We established a goal for children to experience 15 minutes of vestibular activity every day at Kindy. We made a visual target and every time we met our goal a dated sticker was added. We celebrated our achievement with a 'Dance Party' which was attended by the vast majority of our children. Time sampling showed the frequency children engaged in mark making increased over the year and documentation and work samples demonstrated a shift in quality. Educators completed a baseline and final survey which demonstrated both their knowledge of mark making and confidence in supporting children's development had improved over the year and in the step 5 review it was determined that practices had become embedded. Parents were included in the learning and 97% of families learnt about Mark Making for the first time through Kindy via our newsletters, Seesaw app, PTK Facebook page, displays and children's Profile of Learning folders and 91% first learnt about vestibular development through these avenues. 94% of families indicated that their child's interest in mark making had improved and 91% felt the quality of their children's mark making had also improved over the year.

In 2022, our National Quality Standards Priority was developed through completion of the ACECQA self-assessment tool. We noted PTK did not have a Reconciliation Action Plan or local Acknowledgment of Country. Our priority was surfaced, and we aimed to develop and enact culturally responsive teaching practices in line with a Reconciliation Action Plan, which we developed over the year. Significant work was done to collect child, family and educator's input into our own Acknowledgement of Country. It was important to our children that their 'big blue Kindy', caring for the animals and singing were a part of it. Families and educators wanted it to be non-tokenistic, inclusive of children's voices and representative of our Kindy rather than being generic. Children now sing our own Acknowledge of Country every day. Our Reconciliation Action Plan is almost complete and educator knowledge of Aboriginal history and culture have grown significantly through training and development and working with Barngarla woman and cultural consultant Emma Richards.

## Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	63	62	64	63
2020	66	N/A	63	63
2021	46	46	44	47
2022	48	48	50	49

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	97.0%	96.8%	92.4%	94.6%
2020 centre	97.2%		92.1%	95.0%
2021 centre	89.1%	77.1%	93.3%	70.1%
2022 centre	89.0%	91.2%	89.2%	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

Park Terrace Kindergarten had an attendance rate of 90.04% in 2022, the attendance was higher than the state average. Children continued to follow strong hygiene practices established during COVID and were encouraged to stay home if they had COVID like symptoms, this supported the overall wellness at our site. If children developed a pattern of non-attendance the Director spoke with the family and support and positive re-enforcement were offered. This was particularly the case with one child who required speech and language support. Positive feedback linking speech improvement with consistent attendance resulted in his improved attendance over the year.

## Destination schools

Feeder Schools (Site number - Name)	2022
1158 - Lincoln Gardens Primary School	100.0%

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

PTK has three destination schools. Our co-located public school, Port Lincoln Junior Primary School (PLJP), and two private schools Saint Josephs (SJ) and Navigator College (NC). In 2022, 81% of our children transitioned to the PLJPS, 15% to SJ and 4% to NC. Our location, on the Port Lincoln Junior Primary School grounds, ensures a high percentage of children move on to this school. We ensure we take all possible opportunities to be involved with the school. This includes common Emergency Evacuation procedures, attending school assemblies, Book Week events (The Principal, Karl Robst, read us stories beside their 'crackling fire' in 2022.) playground visits and class visits. Our rich orientation program with PLJPS ensured children began to develop a sense of belonging and identity as future school participants, no matter their destination. SJ will open a pre-school program in 2023, it will be interesting to see the impact on our enrolments.

## Family opinion survey summary

23 of our 49 families completed the parent opinion survey in 2022.

Our 2021 parent opinion survey indicated communication with families was of concern, so in 2022 it became a priority. Parents were surveyed to ensure we had permission to have their child's image on an open Facebook page. Two families initially preferred not to but changed their minds over their child's first term of Kindy. Much of our program, information and reminders occurred through this forum and we had high levels of engagement. Parents were also surveyed to ensure our methods of communication met their needs and Seesaw was suggested as another form of communication. This idea was taken to Governing Council where robust debate occurred, the decision was made to trial it. A review was scheduled to ensure it did not impact on the quality of teaching or educator time spent with children, after reflection it was agreed to continue. 80% of parents strongly agreed that they were well informed about preschool activities. One parent commenting, 'The preschool has been fantastic at communicating with parents.' In all other areas of the relationships and communication section between 81% and 90% of parents strongly agreed and the rest agreed with the responses.

The preschool seeks parents' opinions about educational programs scored Neutral 5%, Agree 25%, Strongly Agree 70% and Parents are invited to participate in decisions about their child's education; Disagree 5%, Agree 15%, and Strongly Agree 80%. It appears that some families may not be recognising the invitations to be involved; each term their participation in their child's individual learning plan development is requested (Meetings with educators in terms 1 & 3 and written notes requesting their suggestions in terms 2 & 4.) or they may not understand what the language means. This preschool has information available about other support agencies within the community scored, Neutral 5%, Agree 32%, and Strongly Agree 64%. In 2023 we will try and develop more clarity in these areas.

It was very clear that families were positive about Park Terrace Kindergarten with comments, such as -

It's an amazing environment they have created for children to learn and flourish! They put in so much of their time out of hours to plan things for the kids.

They have helped my child gain so much confidence in himself and have made a happy enjoyable environment for learning.

This Kindergarten has gone well above my expectations, and I am so happy with my son's progress this year.

Very happy with this kindy and have nothing but praise.

All the teachers at Park Terrace are amazing and help my child learn and reach his full potential.

## Relevant history screening

All educators have approved working with children certification and teachers have current authority to work certification, copies of this documentation is held at the site. Educators understand and comply with their obligations as mandated notifiers.

## Financial statement

Funding Source	Amount
Grants: State	\$407,000
Grants: Commonwealth	\$0
Parent Contributions	\$19,036
Other	\$1,101

## 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	An Occupational Therapist was employed to work with educators to develop their knowledge of the foundation learning skills required to be successful literacy learners. She developed a screener to assess children's development in these skills. It is important to note that these are the same skills required for numeracy development.	Children improved in the quality of their mark making and more frequently engaged in mark making activities. Educator's knowledge about the foundation skills were enhanced and practices are now embedded in our daily routines.
Inclusive Education Support Program	We employed an Early Childhood Worker to implement speech and language programs for those children who required support. The number of children (18), their extensive needs and our commitment to their progress exhausted our IESP budget and further funding was provided by Park Terrace Kindergarten. This cohort of children included 1 Aboriginal child, a child with diagnosed ASD and a child in care.	5 children no longer required support and their cases were closed by term 4 and the remainder of the children made significant improvement in their speech and language development. Those who continued to require support were highlighted to their feeder schools and reports on their progress were provided.
Improved outcomes for non-English speaking children who received bilingual support	No children received bilingual support.	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.