



# Rostrevor Kindergarten

## 2020 annual report to the community

Rostrevor Kindergarten Number: 4650

Partnership: Morialta

Signature

Preschool director:

Mrs Tina Wise

Governing council chair:

Dave Potter

Date of endorsement:

17 February 2021



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 families attending live predominantly in the Rostrevor area with a few children travelling 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, 2 teachers, an Early Childhood worker, a Bilingual Support educator and where necessary a support worker/educator for children with special rights.

The Kindergarten is located in a quiet residential street, close to a Primary School. The service is also within walking distance of local parks and creeks and Morialta Falls Conservation Park. The Kindergarten is located in close proximity to native flora and is surrounded by trees and shrubs which means from time to time the kindergarten is visited by native animals such as Koalas.

The children, families, staff, community and surrounding environment are an integral part of the curriculum that is guided by the Early Years Learning Framework.

Despite setbacks from Covid 19 we had many highlights in 2020. The staff and children were involved in a LDAR Inquiry Cubby House project. This child led inquiry was shared by Tina at our partnership meeting for the local schools and preschools, and we also presented on a zoom online meeting to early childhood sites in the 3 local partnerships of Morialta, Prospect and Greenhill South.

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 promoted a positive connection to healthy eating. An additional benefit was family involvement in harvesting, cooking and sale of the produce. Bookmaking was another focus for 2020. We intentionally planned opportunities for children to see themselves as writers to develop their drawing, writing and oral language skills. We saw progress in children's ability to create books that communicated their ideas using illustrations and early writing skills. The Morialta walk, visits from Trent from Indigenous culture for kids and the development of our new daily Kaurna welcome built on our learning of Indigenous culture.

## Governing council report

Children at Rostrevor Kindergarten in 2020 were involved in a number of excellent activities. The year started with children learning about edible gardens with Rebecca from Greenhill living. This introduced them to the Rainbow Tastings – where they were offered opportunities to try different colour foods, decide if they liked them or not and vote accordingly. (Broccoli day was fun)!

Trent taught the children about Aboriginal culture over several sessions which culminated with a family walk to Morialta Conservation Park. Dancify sessions where children learned dances led to our final end of year celebration where they performed at our disco.

This and many other activities and learning provided by the kind and nurturing teachers and staff at Rostrevor Kindy has given all the children a bolstered sense of self and confidence to propel them into Primary School in 2021.

From a management perspective, Tina has done a great job in securing a long awaited IT upgrade, and new plan for a proposed and endorsed play area upgrade, and certain building improvements are being assessed and followed up.

2020 for Rostrevor Kindergarten however, has been confronted with significant challenges the likes of which have not been encountered before. The COVID pandemic has impacted Rostrevor Kindy Staff, Students and entire community as we saw increased sanitation and social distancing. There were cancellation of learning opportunities like the African drummers and a trip to see performing arts. We saw Kindy closures which had the great potential to impact on the student's early learning.

I want to express however how very proud I am to part of the Rostrevor Kindergarten community, as I saw great strength and unity in the face of adversity. Despite the struggles presented by COVID, Rostrevor Kindy's Teachers and Staff still provided a successful year with great benefit to all the children. Parents banded together and the Kindy community was utilised to fill learning gaps that were missed out on – Our very own Jess held a very exciting science lesson for example.

To all in the Rostrevor Kindy circle I say thank you and pat on the back.

We are not out of the woods yet, but this year brings me hope that Rostrevor Kindy can and will face any and all challenges.

It has been a pleasure.

David Potter

Chair

# Improvement planning - review and evaluate

The PQIP for 2020 priorities were:

## PRIORITY 1 LITERACY INDICATORS – I ENGAGE WITH TEXTS AND MAKE MEANING:

- Acknowledge and understand that children construct meaning in many different ways.
- Provide a literacy rich environment
- Provide resources that encourage children to experiment with images and print.

What strategies did we employ?

This action for 2020 is in response to the success of the 2019 “Bookmaking Inquiry” and the strategy continued to work well to show progress in children’s writing and oral language skills this year. We collected samples of every child’s books in terms 1, 2 and 3 and reflected as a staff team on how we needed to meet individual children’s needs. We also collected data on Literacy and Numeracy with a term focus on each of the indicators.

## PRIORITY 2 IMPROVE CHILDREN’S SKILLS IN NUMERACY: I EXPLORE AND UNDERSTAND MY PLACE AND SPACE IN THE WORLD:

- Acknowledge and understand that children construct meaning in many different ways.
- Provide opportunities for involvement in experiences that support the investigation of ideas, complex concepts, thinking, reasoning and hypothesizing.
- Provide resources that encourage children to represent their thinking.

What strategies did we employ?

Staff Training and Development - LDAR (Learning Design and Reflection) Project working with “Numeracy Experts and other sites in our portfolio about embedding language of Numeracy Indicators in our Documentation. This resulted in the staff and children being involved in a LDAR Inquiry Cubby House project. The learning in this child led inquiry was shared by Tina at partnership meeting for the local schools and preschools and we also presented on a zoom online meeting to early childhood sites in the 3 local partnerships of Morialta, Prospect and Greenhill South.

## Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2017	62	63	61	64
2018	66	66	65	66
2019	65	66	65	66
2020	65	N/A	65	66

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.

## Enrolment comment

Our Kindergarten is currently staffed on enrolment of 66 children based on the physical capacity of the building and the staffing ratio of 1:11. Both of the groups this year were at capacity with 33 children in each group. If any vacancies were created by families moving, they were normally able to be filled by people moving into the area.

Stradbroke school enrolment pressure and zoning and DECD enrolment policy had an impact on which families were able to attend the Kindergarten. With the majority of families now living in the suburb of Rostrevor, we only had capacity for a few families who had siblings at the Kindergarten prior, who were outside the catchment area again this year.

The data attached is sourced from online enrolment information which is taken in Week 2 and 3 of each term. The data for 2020 shows 65 children enrolled but we had 66 children enrolled in total for the year. We were not able to offer early entry in 2020.

In term four we were able to offer transition to the children on Friday mornings for 2 hours. This is site funded for all staff to be available in our non-contact time as we feel it is valuable to connect with children and families.

## Attendance

	Term 1	Term 2	Term 3	Term 4
2017 centre	88.7%	92.9%	87.7%	88.0%
2018 centre	89.4%	91.7%	92.7%	93.9%
2019 centre	95.8%	91.3%	91.5%	90.2%
2020 centre	93.8%	N/A	98.5%	98%
2017 state	90.5%	88.2%	85.9%	87.2%
2018 state	90.7%	88.3%	87.0%	87.2%
2019 state	90.3%	87.4%	85.8%	86.4%
2020 state	89.3%	82.0%	84.8%	85.9%

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. The data isn't included for term 2 2020 due to very low numbers with the majority of children learning from home. We developed "learning from home packs" which helped with the transition period and it was good to see the percentage back to 98% attendance in terms 3 and 4.

## Destination schools

Feeder Schools (Site number - Name)	2017	2018	2019	2020
9013 - St Francis of Assisi School	0.0%	1.0%	0.0%	4.2%
923 - Stradbroke School	91.0%	82.0%	96.4%	93.8%

NOTE: The data is collected in Term3. 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), Term3 2020 collection.

## Destination schools comment

In 2020 children transitioned to 11 different feeder schools with the majority going to the local school Stradbroke Primary. 84% of children went to Stradbroke Primary School and 16% went to other local schools. Children went to 6 public schools and 5 private schools. The schools are listed below:

- St Francis of Assisi (2)
- St Peters Girls (1)
- St Josephs Payneham (1)
- St Josephs Tranmere (1)
- Thorndon Park (1)
- East Torrens (1)
- The Pines (1)
- Magill Primary School (1)
- Trinity Gardens (1)

## Client opinion summary

In 2020 the Department changed the format of the parent opinion survey to an online version. This resulted in 7 out of the 66 families completing the form online. We receive the format in a digital version. I was able to extract some of the comments from the parents who replied...

"I'm very happy about the quality of teaching my child is receiving from Rostrevor kindergarten my child loves going to Kindy and learns something everyday".

"We have been very happy with the Kindy and also like the fact it is linked to the local school and therefore before and after school care is available. This is extremely convenient and our child loves going with their older sibling".

"Extremely happy with Rostrevor Kindy, the teachers and the learning program. My child is very happy there and I think it provides an excellent platform for school".

"The staff are all very friendly and approachable and very nurturing towards the children".

We had a comment from a parent who would have liked more communication but did say in her comment that the opportunity was provided for a parent teacher interview but she didn't take it up. 2020 was a very difficult year for communicating with parents due to the restrictions from Covid 19. This year we weren't able to offer interviews to all families due to social distancing so only about 10 families took up the opportunity to speak to staff one on one. We also had a lot of changes to permissions for children for walks to Stradbroke school and for our emergency evacuation which required a quick turn around of paperwork. Overall despite the setbacks of not having parents on site, we feel very fortunate that the children still had all the opportunities which were available to children in previous years.

Many of the changes to parent involvement will have to continue into 2021 whilst we are under Covid19 restrictions but we will take on the feedback to ensure communication is clear for all families.

## Relevant history screening

It was difficult for families to be able to volunteer and be involved in 2020 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	\$482,020
Grants: Commonwealth	\$0
Parent Contributions	\$36,014
Other	\$0

## 2020 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2020 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	Early Literacy learning strategy funding was \$1,205	Literacy focus (bookmaking)
Improved ECD and parenting outcomes (children's centres only)	EYLF progress against the outcomes.... As well as Literacy and Numeracy on our PQIP we have other site priorities of Sustainability, Indigenous culture and building Collaborative partnerships with the local community.	Children positively transition to Stradbroke school. Children show respect for each other and nature. Indigenous culture is embedded.
Inclusive Education Support Program	Early intervention assistance \$3211  Covid 19 created some difficulties for getting intervention early, but the children made progress over the year due to the site putting additional funds to allow for the teacher to provide the support.	There were 2 children who received funded preschool support for speech and language development and one was able to access the speech
Improved outcomes for non-English speaking children who received bilingual support	No funding was received from bilingual program. We site funded Kimmy to work with the bilingual children and families at Kindergarten. She has worked at the site since 2014. In 2020 we had 6 children who spoke Cantonese or Mandarin and we are finding many grandparents are dropping off and picking up the children.	This supports not only communication with the child but also with their family to help them feel welcome and to understand learning.

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