



Karna Plains Children's Centre

2022 annual report to the community

Karna Plains Children's Centre Number: 2621

Partnership: Elizabeth

Signature

Preschool director:

Mrs Mary Oberer

Governing council chair:

Renee Andrews

Date of endorsement:

30 March 2023



Government
of South Australia

Department for Education

Context and highlights

Kaurna Plains Children's Centre is located on the site of Kaurna Plains School. The children's centre is divided between two buildings, the preschool co located with the Kaurna Plains Child Care Centre and the family centre is situated in a separate building. The preschool is fulltime, with sessions running Monday to Thursday term 1 and 2 and also operating on Friday's in term 3 and 4. The Family Centre operates all year with programs running during the school term, the centre closes for 3 weeks at Christmas.

The preschool has the following staff a fulltime Director, 3 full time teachers, a fulltime ECW and two ECW's who share the bus driving duties. The preschool offers a bus service which collects and returns children to their home on the days they attend preschool. Within our preschool program 100% of children are Aboriginal. Children range from 3 to 5 years of age.

The family centre staff consists of a Community Development Coordinator, Family Practitioner, Speech Pathologist, Occupational Therapist and and ECW Administrator. Space within the building is used by the City of Playford Marni Waiendi, and different programs are run offering the Aboriginal community the ease of acquiring certificates and qualifications which support employment opportunities. A playgroup is run by Learning Together every Monday during the school term and is well attended.

Governing council report

The governing council would like to congratulate the staff on another successful preschool year. Hopefully in the following year we may be able to run more fundraising events to upgrade some of the preschool resources. Preschool photos turned out really lovely this year, with our first year hiring an external company. Enrolments have continued to be high throughout eh year showing the importance families are placing on their children's education. We would love more members for our governing council committee in 2023!

Preschool quality improvement planning

This year we had one preschool quality improvement goal.

Goal: To increase children's vocabulary range and to enable them to communicate more effectively.

Challenge of Practice: If teachers intentionally plan for explicit teaching of tier 2/3 words then children will be able to communicate effectively.

Success Criteria: We will see children engaging in conversations in intentional small group learning and through play, using an increased

range of vocabulary

We will see and hear children using tier 2/3 words in daily conversations

We will see children communicating in reciprocal conversations with educators and peers

We will see children able to use language to get their functional needs met

As a staff team we implemented different strategies to increase children's communication. A book-based program was developed with assistance from a speech pathologist to meet and children where they are currently and extend adequately. Focus words were chosen from the book with a weekly focus, children participated in small groups lead by a teacher, learning was documented in floor books with planning and reflections in the book to track children's learning. Children were pre and post tested on the focus words to see growth during the term as each book focus ran for one term. Educators participated in training on strive for 5 aim for 10 to encourage the development of children's language within all settings and environments at preschool. Professional Development was also undertaken with a speech pathologist on supporting children's communication when they are not yet verbally communicating. The growth in the children by the end of the year was very pleasing, there was marked growth in their phonological awareness and engagement during group time. Next steps is to focus on children's language during conversations, to increase their ability to communicate effectively.

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	45	46	41	49
2020	43	N/A	46	48
2021	37	43	49	51
2022	44	45	49	55

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	70.8%	63.4%	78.0%	72.1%
2020 centre	70.9%	67.4%	78.3%	74.0%
2021 centre	63.7%	75.0%	59.5%	67.2%
2022 centre	59.6%	54.7%	65.2%	61%
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

Attendance is an important enabler of children's learning and sense of belonging to the preschool environment. We were well attended by most of the children but a few who were constantly absent lowered our percentage. I had found families were more cautious about sending their children to preschool if they were unwell post covid. Children who are absent are contacted to check on the children and understand the reasons for non-attendance. we had a few homeless families throughout the year which impacts on the families ability to regularly attend preschool. We assist attendance by offering families a bus service which collects and drops children to their home.

Destination schools

Feeder Schools (Site number - Name)	2019	2020	2021	2022
1449 - Craigmore South Primary School	9.5%	0.0%	0.0%	12.5%
1201 - Gulfview Heights Primary School	0.0%	0.0%	0.0%	12.5%
1792 - Kurna Plains School	57.1%	166.7%	137.5%	162.5%
1908 - Lake Windemere B-6 School	0.0%	0.0%	0.0%	12.5%

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

Of the children moving off to school, they were quite dispersed in their destination but approximately 75% enrolled at our co-located school Kurna Plains the remaining children attending approximately 7 other schools. This is an increase in the children accessing the co-located school up up 25% compared to 2021.

Family opinion survey summary

Overall families who responded to the parent survey were happy with the learning their children were doing though out the year. Families were happy to be able to drop into the preschool more freely with covid restrictions eased, although some families still remained cautious. Families felt their children were well supported and the preschool was well staffed to allow for individual learning to take place for each child. Parents were happy to see engagement across the 3 sites Kurna Plains School, Kurna Plains Children's Centre and Kurna Plains Childcare Centre which aided in the continuity of learning for children and ease of engagement for families who access multiple sites.

Relevant history screening

All staff and other agency staff attending onsite must show evidence of their DSCI or WWCC to be onsite interacting with children. Regular staff provide a copy to the director and it is stored in a folder with a date checklist which is checked each term to ensure all certificates are up to date.

Financial statement

Funding Source	Amount
Grants: State	\$789,888
Grants: Commonwealth	\$409,000
Parent Contributions	\$1,680
Other	\$6,024

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	Teachers were provided release time to create, implement and update One Plans for each child to track and monitor progress for each individual child, allowing for individualised and differentiated learning and teaching to take place. The funding received through the AFLS program allowed for an additional teacher onsite, which in turn allowed for more small groups and intentional programming for our 3 year olds. The funding also made it possible to meet out PQIP goals and allowed for ease of collaboration and reflection amongst staff on how we can do things better.	Children demonstrated the ability to engage in longer periods of uninterrupted play with the ability to engage in conversations with peers and educators. Across the board children showed improvement in their phonological awareness. Through the implementation of small groups and floor books educators were able to engage children in deeper child directed thinking, with the floor books providing the opportunity for the children to revisit their learning.
Inclusive Education Support Program	N/A	N/A
Improved outcomes for non-English speaking children who received bilingual support	N/A	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.