



Kalaya Children's Centre

2022 annual report to the community

Kalaya Children's Centre Number: 5622

Partnership: Le Fevre Peninsula

Signature

Children's centre director: Kylie Weinmann

Governing council chair: Katie Woodfield

Date of endorsement: 14 March 2023



Government
of South Australia
Department for Education

Context and highlights

Kalaya Children's Centre is an integrated Department for Education site with an Aboriginal focus located in the western suburbs of Adelaide with a capacity of ninety-one places per day. Kalaya provides high quality early childhood education in a culturally diverse community for children 6 months to 5 years old. Kalaya has a range of additional services through our Community Connections programs including but not limited to sensory playgroup, health checks, Occupational Therapy sessions, dental checks, baby massage classes and community events such as the NAIDOC Ball.

The Long Day Care programs operate from 7am-6pm - for fifty weeks of the year, only closing for two weeks over Christmas. Preschool programs operate 40 weeks of the year in line with the South Australian school terms.

The centre staff team include a full time centre Director, three early childhood qualified teachers, Early Childhood Workers, one Finance Officer, one cook, one bus driver and one grounds person. Included in the teachers is the Aboriginal Family Literacy Scheme teacher who programs and works with the 3 year old Aboriginal students.

The centre has a diverse range of cultures with a high % of Aboriginal families accessing our services. In 2022 we have 60% of children identify as ATSI. The centre celebrates cultural events such as NAIDOC week and reconciliation week. The children learn Nunga songs in all rooms.

In 2022 our priority was on implementing a quality preschool curriculum. We had a focus on Phonological awareness skills and tracking each child over the course of the year. Through the explicit support of the Speech Pathologist we had success in our Phonological Awareness Screening results. The speech pathologist was planning and programming the language groups for the children and planning their group time experiences. Children were grouped according to their data and tracked over the year.

2022 was a year of settling and change for Kalaya. As the new Director to the centre it was hit the ground running. In term 1 we were hit really hard with Covid and were mandated to have 2 centre closures for outbreaks. Staffing was difficult with so many people off sick, but the staff showed resilience and determination and Term 2 brought about lots of positives. We appointed an assistant Director to be released off the floor 3 days a week to oversee the childcare administration, staffing and daily running. The Preschool children were able to get back out in the community and perform their Nunga songs at various locations and attend many events including the NAIDOC March in Adelaide. The NAIDOC Ball for the children was held at Alberton Primary School and was a sell out, hosted over 150 children and families. Special Persons Day was a huge success with the largest turnout in history of families and special people. We had the Deadly Nanna's perform. Kalaya Children's Centre were approached by the Port Adelaide Enfield Council to collaborate with them on producing another Kaurna language book based on emotions. We have nearly completed this book with release due early March 2023.

We had high levels of engagement in our various community programs including the Messy Play, Sing and Grow, OT and Speech Programs.

Governing council report

Katie Woodfield- Governing Council Chairperson

It has been a very busy and productive year for the Kalaya Children's Centre. The committee were extremely pleased to welcome Kylie Weinmann (after great work beginning with Carla Zarlenga) as the Centre's Director. Furthermore, we were delighted to hear she won the position ongoing. With a new and more permanent director the committee have been able to participate in moving forward with greater purpose and bigger picture strategic planning. We also saw a new Chairperson and Secretary join the team, as well as some fresh faces within the general committee group.

This year some positive shifts that committee have supported included, the introduction of whole-site closure days to allow the entire staffing team to engage in professional development, particularly focusing on trauma training. There have also been considerable updates to the yard, including great events hosted onsite to promote community participation in implementation of veg gardens and composting/worm farms. Countless other events and changes have been greatly facilitated by our wonderful CDCs, Rachel Kenny and Jessica Weber and participated in by both committee members and families.

I would like to personally thank all of our wonderful staff and committee volunteers for their incredible commitment to the continued success and improvement of our wonderful Childcare and Kindy facility.

Preschool quality improvement planning

Our Quality improvement Goal for 2022 was: " To develop children's oral language through increasing vocabulary and phonological awareness skills".

The challenge of practice was to provide an intentionally planned explicit pedagogy where children will increase their vocabulary use and phonological awareness skills. In the preschool we had a new graduate teacher on her first contract and another teacher with limited experience in explicit language instruction. It was important to upskill the educators and give them the tools to support the children.

We introduced regular preschool meetings with teachers and the Director, using this time to reflect on the week that was, plan ahead and discuss any focus children.

We are fortunate to have Speech Pathologist Erin Guppy on site 2 days a week through the Hearing Impairment Support Program for Aboriginal Children. Erin has supported the teachers to plan for vocabulary lessons and book based programming. Together Erin and Kylie implemented a Phonological Awareness program, tracking children using the PASM screener and the Yakka Trakka Oral language tool. All children in 3 and 4 year old preschool were tracked over the 4 terms, we had a high percentage of children screened using the PASM tool, make over 12 months progress. 54% of children screened in term 1 on the Yakka Trakka had moved up a stage by term 3.

The teachers and Erin introduced small focus language groups, in order to increase group time engagement and differentiate the curriculum for the various children.

We are fortunate to have an Aboriginal Family Literacy Strategy teacher full time in the 3 year old preschool program. Kate has made strong connections to families and children and built strong routines with the 3 year olds.

Mid year we had a change in teaching team, with one teacher leaving and a new teacher beginning. We continued our journey and coached the new teacher into the language instruction groups.

Educators were able to also track children's learning through pedagogical documentation, observations, photos and work samples. We used the following strategies to improve educators knowledge, which led to a change in practice and the above outcomes for children: Maintaining a positive team culture, where educators could take risks, share and reflect on their work in a supportive environment.

Younger rooms across the centre were developing oral language skills through booked based learning. The 2 year old room uses a book for 5 weeks a time, incorporating activities from the book through everyday play. The 2 year old children in that space can recall all the animals from Dear Zoo and why they were 'sent back!'

Vocabulary walls were introduced across all rooms, using visuals and explicit instruction to increase children's vocabulary in general play.

Ebony Strong from Preschool Curriculum Support worked with the AFLS teacher on documentation, observations and analysis to get the highest impact teaching and planning. Ebony will continue her work with all preschool teachers in 2023.

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	34	35	41	51
2020	44	42	40	38
2021	39	41	35	40
2022	32	35	36	35

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	90.4%	86.8%	75.9%	87.9%
2020 centre	87.8%	66.7%	86.8%	87.1%
2021 centre	82.3%	84.1%	87.0%	83.1%
2022 centre	78.3%	79.1%	84.6%	78.9%
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 in 2022 was up and down based a lot on Covid outbreaks within the centre. We have great communication with families. Majority of families inform us if children are away and why. If we haven't heard from a family in more than 3 days we will ring and have a conversation. Attendance for many Aboriginal Children is dependent on the bus service we run each day.

Destination schools

Feeder Schools (Site number - Name)	2019	2020	2021	2022
202 - Alberton Primary School	14.8%	15.6%	14.3%	23.1%
1022 - Grange Primary School	0.0%	9.4%	7.1%	7.7%
219 - Largs Bay School	14.8%	9.4%	28.6%	15.4%
221 - Le Fevre Peninsula Primary School	18.5%	3.1%	7.1%	30.8%
9069 - Mount Carmel College - Prim Campus	3.7%	6.3%	7.1%	7.7%
908 - Ocean View P-12 College	7.4%	6.3%	14.3%	7.7%
1203 - Westport Primary School	0.0%	6.3%	7.1%	7.7%

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

N/A

Family opinion survey summary

Our client opinion survey shows families are positive about the preschool program and can see their child is learning and developing new skills. The impact on Covid was hard, with families not being allowed into the centre for such a long time. This meant we had to change our thinking and ways of communicating with families. We introduced SeeSaw across all rooms, where educators can send photos and messages to families. This has been greatly received. When we were allowed to re-welcome families back into the centre, this had a great impact on family communication, engagement and family voice in the centre. We are beginning a Nunga families group in 2023 to help increase indigenous voice in the centre.

Relevant history screening

All staff including relief staff have all relevant screening including WWCC, first aid and RAN training. This is managed by the Director and Assistant Director. We collate all documents in a NQS folder held in the office.

Financial statement

Funding Source	Amount
Grants: State	\$703,533
Grants: Commonwealth	\$65,885
Parent Contributions	\$307,860
Other	\$1,000

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	Using the numeracy and Literacy Early Years Funding we employ a teacher full time in the 3 year old preschool program. She works closely with the children to plan and implement structured activities, group time experiences and learning opportunities that are targeted towards each child. Using the Talk Play Read documents she connects with families, makes observations about each child and draws on their strengths, looking at the 'what's next' for each child.	Outcomes from this program include: all children tracked using oral language screening tools. All eligible children have a One Plan written with specific goals. Children have high level engagement in group time learning experiences, following routines. Children's learning is observed, tracked and monitored deeply.
Inclusive Education Support Program	Using the IESP funding we have an ECW in the preschool to support those children who need minor adjustments and support throughout the day. The ECW also takes children for Speech support during the week, using the program written by the speech pathologist.	Assisting children to follow routines, work on their One plan goals and engage in the preschool curriculum.
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.

2022 Children's Centres for Early Childhood Development and Parenting annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2022 funding was used, and what programs were run, to improve the relevant department's standard of educational achievement outcomes (where applicable):*	Outcomes achieved or progress towards these outcomes:
Improved ECD and parenting outcomes	Interest is growing in our playgroup Messy Play, using sensory experiences to explore their environment. We have increased our ages for this from 0-2 years old to 0-4 years old. We have high uptake in the hearing screening, dental check ups and are engaged in the Office for Early Years Child Development Check Pilot Project. Parenting classes run, Speech Pathology 'talking' sessions, we had an Occupational Therapist come and present on Toilet training, which was popular.	New families from the local community are engaging in playgroup, parenting classes and are enrolling children in the centre. Parent on site who needed extra support have enrolled in our various parenting classes to assist their own children.
Children's Centres for Early Childhood Development and Parenting Grants	We have a Community Connections Coordinator who has used this funding to organize Foodbank and Oz Harvest to provide fresh fruit, vegetables and pantry goods to families in our community who need extra support. The funding also contributes to our parenting classes, providing creche for the families who need for such programs as Bringing Up great Kids.	Providing fresh food to families in need. Supporting families to engage in services.
Briefly describe or list the community programs offered in 2022 which had a focus on: <ul style="list-style-type: none"> • Playgroup • Parent support • Transition to and from preschool • Any new programs or services not previously offered. 	Messy Play- sensory playgroup Talking Matters- Speech pathology sessions OT Toilet training sessions Walk and talk Wednesdays- different service providers walking and chatting with families Deadly Parenting- Families SA Sing and Grow Infant massage Corka Kids Moves	

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