



Glencoe & District Kindergarten

2022 annual report to the community

Glencoe & District Kindergarten Number: 6515

Partnership: South East Coast & Vines

Signature

Preschool director:

Ms Jes Cook

Governing council chair:

Makayla Thompson

Date of endorsement:

17 March 2023



Government
of South Australia
Department for Education

Context and highlights

Glencoe kindergarten is situated in a small rural town, 25 km west of Mount Gambier and is co-located with Glencoe Central Primary School. As we are co-located on the school site, there are advantages in terms of ease of access, transition to school for those attending Glencoe Central Primary School and the sharing of resources and educator expertise.

With universal access funding, Glencoe Kindy offers 15 hours a week for four-year-old children to attend the preschool program. The kindergarten is open three days a week on a Tuesday, Wednesday and Thursday with two sessions of funded occasional care offered each week. Again this year we also offered a supported transition program, early explorers, for those intending on rolling in the kindy program the following year which was well attended. This program ran in conjunction with one Kindy session a week and involved indoor and outdoor learning discovery and exploration concentrating on developing lifelong learning dispositions through a playful approach.

Playgroup was reinstated in term 4 of 2022 and run by an outside agency CentaCare on our premises on a Monday morning during the school term. The kindergarten has a staff of three with a director, a teacher and an early childhood worker overseeing the occasional care program as well as additional staffing where required to cover funded support hours. We hold a national quality standard assessment and rating of exceeding the national quality standards across or seven areas.

Governing council report

2022 has been a reasonably uneventful yet successful year for the Glencoe kindy. We had some new and some old educators that saw us able to provide Kindy, early Explorers and occasional Care. We were able to facilitate playgroup being ran in the kindy in the second half of the year by Centre Care. They were able to provide this opportunity with no cost to families whilst also providing fruit for morning tea, this was supported very well by the community and has helped bring more families into the kindy. Overall playgroup was a great success and will continue into 2023.

We continued to navigate covid with having very few cases in the kindy and no mass spreading throughout the kindy. We thank the staff who did a fantastic job helping limit the spread of germs with extra precautions like cleaning surfaces and sanitizing children's hands ect.

Our major fundraising for the year was done at the schools 50th birthday Fate, where we held an old time treat stall where we asked families to donate some homemade sweet treats, this was overall quite successful and raised us about \$700. We also joined the school with the Colour run the children love taking part in this. Unfortunately, it wasn't greatly successful at raising us a lot of money, but we have discussed how we can do this better in the future.

We continued to add to our nature play by using some of fundraised money/grants to purchase a red gum slide, which looks fantastic in our nature play area and the kids really enjoy.

We were lucky enough to receive a grant in which we have been able to create "Our Boandik Lands Indigenous Garden", this is going to be a space is going to be used to help introduce the children to different plants that can be used as bush tucker whilst also introducing the children to our indigenous culture.

2022 was a good year for the kindy and we hope that 2023 will be even better.

Regards Makayla Thompson

Preschool quality improvement planning

Our 2022 quality improvement plan goals and challenges were informed and developed as a result of the site self review process while reflecting on previous priorities and the national quality framework and exceeding themes. Also taken into consideration with the Department for education and SECAV partnership priorities, relevant AECD data and feedback from families.

We had one improvement priority for 2022 to strengthen children's ability to use language to communicate. This improvement priority was then seen as a challenge of practice with educators using multiple early literacy approaches to strengthen children's ability to use language to express their ideas, thinking and wondering. Educators engaged in a series of professional development opportunities and plc sessions to bring intentionality to oral language development with a focus on incorporating phonological awareness into every day learning opportunities. Professional development plans reflected heavily on oral language development engaging every educator around this built educator capacity and understanding of the complexity of oral language development and a process of critical reflection and interpretation and analysis of learning observed and intentionally planned for. As a result educator capacity was built in regards to our language development and interpreting children's growth in this area. With intentionality came increase capacity confidence and growth
Next steps: with a change to the educator team in 2023 we will still be focusing on oral language development through intentionality with the phonological awareness again at the forefront with a new focus on emergent literacy in particular mark making for meaning.

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	16	16	18	19
2020	6	6	6	6
2021	7	8	8	8
2022	13	13	12	12

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	92.3%	93.1%	82.8%	78.3%
2020 centre	95.0%	75.0%	91.7%	63.3%
2021 centre	97.1%	73.8%	88.8%	93.8%
2022 centre	90.8%	81.5%	51.7%	92.3%
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

Our families send their children to kindergarten on a regular basis throughout the year. Through community consultation our kindy operating days and times are negotiated to works best for our community to enable regular and consistent attendance.

Covid 19 again had an impact on attendance at times throughout the course of the year

Families were more vigilant in keeping home children unwell especially during term 3 of 2022

We have one family choose not to attend on the Wednesday half day due to split parenting arrangements

Destination schools

Feeder Schools (Site number - Name)	2019	2020	2021	2022
1217 - Glencoe Central Primary School	92.3%	83.3%	100.0%	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

9 out of our 12 enrolments enrolled into our co-located school being Glencoe Central Primary school. Enrolments elsewhere were for afterschool hours care which the community of Glencoe doesn't provide,

Family opinion survey summary

With little uptake on the completion of the parent opinion survey (no fault of our own - advertised in many ways) the limited response received haven't provided any useable information for improvement or continuation. We will push harder in 2023 for more parent involvement in the survey.

Relevant history screening

Educators, ground staff, volunteers and when required student teachers at the preschool hold relevant history screening clearance. the site follows DfE and internal processes to ensure these are up to date. Parents who intend on participating in various experiences throughout the year are encouraged and asked to complete the screening process with support from the Director.

The requirement of a DfE history screening check proves complicated with high school students seeking work experience placement as the time frame is limited.

Financial statement

Funding Source	Amount
Grants: State	\$257,310
Grants: Commonwealth	\$0
Parent Contributions	\$7,273
Other	\$1,397

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	Funding for improved outcomes for literacy and numeracy was allocated to professional development for educators, including attendance at training and development, TRT release for PLC groups/meetings and purchasing of professional texts for use by educators - these were mostly linked to the BOOST language project.	All children showed growth towards the EYLF and the DfE preschool indicators of literacy and numeracy. Data collection around phonological awareness showed growth for all children. As a side to this the growth made in 2022 was increased gain from that 2021 when comparing PA data.
Inclusive Education Support Program	in 2022 we had no other additional IESP funding apart from our site grant. This was used to support our phonological awareness program and provide 1:1 or small group interventions when required.	Growth for all children was documented in relation to PA development.
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.