



Kingston Early Learning Centre

2022 annual report to the community

Kingston Early Learning Centre Number: 6520

Partnership: South East Coast & Vines

Signature

Preschool director:

Miss Stacey Daniel

Governing council chair:

Sharayah Williams

Date of endorsement:

17 March 2023



Government
of South Australia

Department for Education

Context and highlights

Kingston Early Learning Centre is situated 300km from Adelaide in a small rural community with a population of approximately 2000 people. The centre provides quality learning experiences that cater for the individual needs of each child to enhance all aspects of their development. We provide a safe and nurturing environment that promotes children's engagement and encourages children to explore, discover, collaborate and communicate.

Programs operating at the Preschool:

- Universal Access Preschool 15 hours
- Preschool support and intervention for children with special rights through DfE support services and Community Health
- Pre-Entry Program for 1 week prior to Transition for children beginning preschool in 2023 (14/15 2023 preschool children have already participated in our Rural Care Program/ Early Entry Preschool and are familiar with the site, educators and routines).
- Kindy at School Program all year starting in week 6 of term 1 – every 2nd Friday morning
- Transition to school Term 4 Week 7

Programs operating at the Rural Care Service:

- Long Day Child Care
- After School Care
- Vacation Care
- Support and referral of children with special needs (Community Health/ Inclusion Support – The Lady Gowrie)

Curriculum Framework:

- The National Early Years Learning Framework: Belonging, Being and Becoming for children birth to 5 years
- Dispositions for Learning
- Child Protection Curriculum
- Literacy and Numeracy Guidebooks for Preschools.

These frameworks are used to develop learning programs when responding to children's ideas, interests, strengths and needs.

Highlights

- Staff worked to build a shared understanding of the concept of shared sustained thinking and this showed clear links to improvement in practise and pedagogical documentation.
- Dressing up for Book Week
- Families were provided with opportunities to connect with and contribute to children's learning through conversations at drop off and pick up, parent teacher meetings, social media post, parent/ teacher interviews and through profile books.
- Major renovations have been completed to enhance our centre learning opportunities. Our sandpit has an extended veranda with a larger area of paving.
- Our office space has been extended to include a director's office. This will allow for more privacy for confidential conversations. It will also allow for more effective collaboration for staff in the original office space.

Governing council report

We started off the year with our AGM held on the 29th of March where we welcomed some new members to our governing council.

For 2022 we did some fundraising including Cadbury chocolates and a Father's Day raffle. We sold raffle tickets at Ladie's Night where we raised over \$1200 for the centre.

During the year the children learnt about nutrition and dental health, including a visit from the local dentist, they also learnt about lifecycles and grew some fruit and vegetables throughout the year.

We finished up the year with our end of year celebrations at the Lions Park with a picnic and watching the kindy children perform some songs and be presented with their graduation certificates.

A big Thankyou to Stacey and all of the staff at KELC for another great year caring for and educating our children.

Sharayah Williams
KELC chairperson

Preschool quality improvement planning

Staff engaged in professional development to enhance their understanding and skills in engaging in sustained shared thinking. This was chosen specifically to extend children's ability to use increasingly sophisticated vocabulary. Staff combined this with more sophisticated pedagogical documentation which reflects on children's language, concepts, ideas and educator impact on the learning. Staff have found this useful in reflection of their own practice as well as the impact of shared sustained thinking strategies on children's learning and engagement. Our PQIP also incorporated many necessary changes to our learning environment and routines. We set out to declutter our space, including storage spaces and re-organise them in ways that would allow for more efficient access for both staff and children. We certainly achieved a lot in this space and have now created a much more user-friendly environment. We ordered some new storage furniture and rearranged our learning environment so that all the art and craft materials were together to create more collaborative use for the children. We also created nooks for play spaces so that children could engage in more sustained uninterrupted play along with shared sustained thinking other children and educators. We moved all the construction/ dramatic play sets from the compactus to a room where children can now access and choose (with the help of an adult) the set they would like to engage with.

The other focus on our PQIP was developing and extending children's phonological awareness skills. Three of our staff team engaged in the ORBIS Preschool Literacy program which was held in Mount Gambier over 5 days. The program incorporated a project in which we implemented at our sites with the children. We used our Phonological Awareness Skills Mapping (PASM) to identify areas of need for individual children and planned and implemented a series of experiences with children. These combined a mixture of small group and individual experiences based on syllabification or rhyme. We were fortunate to collaborate with speech pathologist, Maddison McDonald throughout the project. Our data showed significant improvement overall in children's phonological awareness.

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	21	21	24	27
2020	24	N/A	23	25
2021	22	23	22	23
2022	26	27	27	27

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	85.3%	94.7%	70.2%	88.2%
2020 centre	91.8%		85.3%	84.9%
2021 centre	53.2%	83.5%	84.4%	87.1%
2022 centre	88.7%	82.3%	40.3%	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

Attendance at our centre is relatively good. This of course, has been impacted by COVID-19 with many children and families required to isolate throughout the year.

Destination schools

Feeder Schools (Site number - Name)	2019	2020	2021	2022
737 - Kingston Community School	100.0%	100.0%	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

All local children will be attending Kingston Community School.
We have three preschool children leaving the district at the end of 2023 and will attend their new local schools.

Family opinion survey summary

Parents were generally satisfied with the overall atmosphere of Kingston Early Learning Centre. They were appreciative of our communication of children's learning experiences through a range of platforms. We had good attendance at parent/ teacher interviews where parents were involved in goal setting for children's Individual Learning Plans.

Relevant history screening

We had one staff member re-apply for a Working With Children Check as a result of it chronologically expiring. All other staff WWCC remain current.

Financial statement

Funding Source	Amount
Grants: State	\$632,835
Grants: Commonwealth	\$0
Parent Contributions	\$9,268
Other	\$9,253

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	N/A	N/A
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.