



Kirton Point Children's Centre

2022 annual report to the community

Kirton Point Children's Centre Number: 6627

Partnership: Port Lincoln

Signature

Children's centre director: Mrs Pam Stanley

Governing council chair: Victoria Gregory

Date of endorsement: 1 March 2023



Government
of South Australia
Department for Education

Context and highlights

Site context and highlights

KPCC Category Ranking: 1

2022 was another year which has been impacted by COVID with limited access by parents, and some shutdowns. In contrast to last year when the preschool had 38 children there were 55 children enrolled in 2022.

Number of preschool enrolments over the year- 55: 6 - Aboriginal 4 year olds, 11 - Aboriginal 3 year olds; & 3 Children In Care

Number of staff- 20; volunteers - 9

New staff included 1 Admin/ Finance Officer (25 hrs/wk), 2 ECW1 preschool support workers, and 1 trainee Early Links Worker (6.5 hrs/wk).

In 2022 55 children enrolled in the preschool including 6 children in the Inclusive Preschool Program (IPP).

Attendance averaged 78%. Children attended in 3 groups over 2 full days (6.75 hrs) and 9 Fun Fridays (6.75hrs).

Preschool was staffed with two 1.0 teachers; a 1.0 ECW; and 1 part time preschool support worker (19.75 hrs). The IPP had a 0.6 teacher & 0.6 ECW1 and preschool support worker (ECW1) 12 hrs per week in Term 3&4.

A total of 103 children enrolled in Occasional Care, with 3 sessions of under & over 2s operating, staffed by 3 ECW2s. Attendance was 78% for under 2s and 94% for over 2s.

Staff had a deliberate focus on developing children's oral language.

Community Programs included Kid's Cafe, Song Time (at KPCC and at the Hub), Nunga Playgroup, Mum's & Bub's, Community Playgroup, and Multicultural Playgroup (Term 1) and the Multiple Births Group. Parenting courses have included Preparing for Parenthood, My Baby and Me, Circle of Security, Baby Massage, and First Aid for Parents. Community Programs were accessed by 90 -100 children and families per week.

Learning Together at Home supported 24 families in their homes, and 41 children and 45 Adults in other programs within the Centre.

The Early Links Coordinator engaged 44 families (59 Aboriginal children & 52 Aboriginal adults) in playgroup, occasional care or through the home visiting programs and continued building strong links with many agencies to support the families with referrals. On average Nunga Playgroup attracted 25 - 30 people per week.

Governing Council membership has included representation of parents with children accessing preschool, occasional care and many of the community programs. Members have provided highly valued discussion and contributions from a parent's perspective. The new teacher office has been welcomed by the preschool staff providing more confidentially, efficiency, safety and enhancing wellbeing. The new storage shed has enabled environments to be set up with reduced clutter, to purchase some consumables in bulk, and has been greatly appreciated by staff. Securing a transport grant from Bendigo Community Bank allowed the Centre to continue to support children and families to attend the range of KPCC programs. Three preschool teachers attended Preschool Literacy Training at Orbis which helped to focus their literacy teaching.

Governing council report

Governing Council Report

The Kirton Point Children's Centre had a busy year in 2022, and I'd like to recognise the efforts and accomplishments of our children, the Centre, and all the employees who have contributed to its success. This year's Governing Council included a variety of parent delegates. These parents were involved in the Centres' Occasional Care and Playgroup programmes in addition to the pre-school (including the IPP programme). The KPCC Governing Council for 2022 did a fantastic job collaborating, and all of its members contributed some really excellent ideas and discussion topics. The Governing Council helped the Centre continue to develop important policies, approved spending and the continuation of programmes as well as talked about the Centre's objectives for ongoing development. It was enjoyable to be a part of the atmosphere, which was always welcoming and encouraging. In my capacity as Chairperson, let me express my gratitude to each and every one of you for your efforts at Kirton Point Children's Centre, with a special word of thanks to those who made the effort to join the KPCC Governing Council and be involved in their own children's education.

I would like to take the opportunity to encourage all parents to get involved in the Governing Council by joining the committee for 2023. It is such a fantastic way to voice your opinions and help shape the Centre for our future generations.

I wish all new staff, parents and students at Kirton Point Children's Centre the very best and I cannot wait to see what is in store for the Centre in 2023.

Victoria Gregory

Chairperson, Governing Council 2022

Preschool quality improvement planning

Preschool Quality Improvement Planning

QA1: Educational Program & Practice

Goal 1: Increase children's oral language skills in particular, their understanding and use of complex vocabulary. Challenge of Practice: If educators develop and implement a common approach, based on best practice to build children's work knowledge and have quality conversations, then educators will increase children's oral language skills.

Strategy: Develop & enact a common approach to build children's word knowledge. Grow staff understanding of conversational reading groups, explicit focus and use of tier 2 words, individualised and preschool support, and small group work. Staff sharing strategies with families on Seesaw.

Outcome: Common approach by educators, educators were more explicit in explaining meaning of words and using conversational reading groups effectively resulting in all children's oral language observed to have increased. Staff utilised their learning from the Orbis Preschool Literacy workshops to focus on rhyme, sustained conversations, questioning and initial sounds. Teachers began the journey of using pedagogical documentation to focus on what they were doing to further extend children's oral language development.

Recommendation: Continue consolidating literacy strategies and use of pedagogical documentation in 2023.

Goal 2: Occasional Care & Community Programs - for children aged birth to 3 years to have more in-depth oral language experiences and increased engagement in reciprocal conversations.

Challenge of Practice: If educators consistently engage with children using shared sustained conversation, then educators will support children to develop oral language and social conversation skills.

Strategy: Staff gained more developmental knowledge of children aged birth to 3 years. Staff documented play experiences which encouraged turn taking and reciprocal conversations. Staff facilitated play experiences which encouraged turn taking and reciprocal conversations.

Staff worked to build skills in sustaining conversation with verbal and non-verbal children (including babies and children with non-verbal skills) and worked collaboratively with parents to share with information within programs e.g., Song Time, playgroup, home visits, etc.

Outcome: Staff noted and observe increased reciprocal conversations.

Recommendation: Continue to use embedded literacy practices in 2023.

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	47	53	52	53
2020	59	60	59	61
2021	31	34	32	38
2022	48	54	52	51

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	86.7%	78.5%	76.6%	80.0%
2020 centre	84.5%	83.8%	85.9%	89.1%
2021 centre	87.1%	95.3%	80.4%	85.0%
2022 centre	84.2%	78.4%	85.1%	78%
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 comment

Attendance data is taken during weeks 2-3 and may not accurately reflect the true whole term attendance. KPCC records show the term rates were T1 (77%), T2 (75%), T3 (79%) and T4 (79%) with an average of 78%. Staff believe there was a data entry inaccuracy in the attendance figures and that it should be 5% higher for all children.

A Bendigo bank grant, in partnership with Port Lincoln Rotary Club, once again has enabled KPCC to support families with no transport, who struggled to get to preschool, resulting in significant increase in attendance for these children. There are a number of other children had extremely low attendance. Absenteeism can be attributed to covid reasons, sickness, family reasons or the whole family travelling to Adelaide for medical support.

KPCC's attendance strategy requests families to notify the Centre if their child will be away. Non-attendance is followed up by KPCC staff by text message, phone call, or home visits (where appropriate and permitted). Sometimes this resulted in improved attendance however not in all cases.

Destination schools

Feeder Schools (Site number - Name)	2019	2020	2021	2022
899 - Kirton Point Primary School	41.0%	32.1%	39.3%	33.3%
8425 - Navigator College	15.4%	9.4%	14.3%	4.8%
351 - Poonindie Community Learning Centre	0.0%	1.9%	0.0%	4.8%
1277 - Port Lincoln Junior Primary School	33.3%	39.6%	35.7%	45.2%
8333 - St Joseph's School - Port Lincoln	7.7%	15.1%	7.1%	9.5%

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

N/A

Family opinion survey summary

Parent Survey

In Term 4 2022 a site-specific parent friendly Preschool feedback survey related to KPCC's priorities was utilised to collect parent voice. A total of 19 surveys were completed (37%) which was significantly less than in past years. Seventeen families either strongly agreed or agreed with all 15 statements with one family didn't believe they received enough information about their child's learning and the child didn't find the activities interesting and exciting. Families feel welcome, have a sense of belonging; staff are friendly, build relationships to support their child and interact in a respectful and supportive way; the learning spaces are inviting and challenge the children's learning. Their children's oral language developed over the year. Parents believed the Director showed strong leadership of the Centre. Families were comfortable to approach staff to discuss their child's progress, needs or issues, and they had an opportunity to be involved in their child's learning. Parents feel the Centre was safe, clean and well maintained. Families very highly valued 'Kid's Cafe' as it allowed them to meet other families and assisted to build children's confidence and developing coordination, sense of belonging, develop literacy & numeracy skills, and meeting staff and other families. Commented Kids Caf  is fantastic "It has helped build confidence and enables children to be involved in cooking". "It has sparked an interest in helping at home". The Literacy 'Name Games' assisted children to write and recognise their name. Families believed the Star of the Day opportunity benefitted children to learn peers' names, build confidence to greet others, and to be the staff helper. Learning about growing, the chickens, caring for the environment and the focus on nature play received very positive feedback. Families indicated they prefer to receive information about their child's learning & what is happening at the Centre via text messages and Seesaw, and discussions with staff. Possible areas for improvement in 2023 included requesting visiting allied health providers giving us information re what they are working on with the child, reintroducing fun foyer name games (if covid stays away) and providing more information to families around the 5-point scale and hosting a grandparent's day. Community programs received positive feedback from their survey.

Relevant history screening

All staff working at KPCC have the required relevant history screening checks including

- * Working With Children Check (WWCC)
- * Vulnerable People History Check (IAS requirement for 4 staff working in this program)
- * Teacher Registration (where required) / Authority to work for teachers and ECWs.
- * Reporting Abuse and Neglect training
- * HLTAID004 First Aid training (some staff)

Financial statement

Funding Source	Amount
Grants: State	\$10,381
Grants: Commonwealth	\$113,200
Parent Contributions	\$21,775
Other	\$21,416

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 partially allowed us to send 3 teachers to 5 Orbis Preschool Literacy days in Adelaide which provided them with strategies to focus on questioning, listening, and conversation. Funding also contributed to employing an educator to work with individuals and small groups, and the purchasing of resources to support children's opportunities to experience literacy and numeracy in both indoor and outdoor learning environments.	Children participate daily in a range of diverse numeracy & literacy experiences. Baseline PASM data was collected for 4-year-old children in terms 1 and 4 which showed that almost all children demonstrated growth in rhyme, syllables and initial sounds over the year. Staff began developing pedagogical documentation during the year and using this to inform their practice to provide additional stretch for children. Statements of Learning were created in terms 2 and 4 where children's progress was documented in relation to the conversational reading participation, increased vocabulary, EYLF outcomes & the Numeracy and Literacy Indicators.
Inclusive Education Support Program	The IPP staff empowered 6 children to have increased confidence, communication & social skills, and an ability to identify their feelings & follow routines. Extensive adjustment funding supported 1 child for terms 1&2 (8 hrs/ week) and for another child for 12 hrs/ week for terms 3&4. This was invaluable as it allowed an educator to provide the appropriate support to allow the children to safely enter play, to scaffold learning so that they could participate, support self-help skills, and appropriate assistance during emotional times. Preschool support hours were used to support children's speech, language & social and emotional needs.	All children made some progress in developing their communication skills, their confidence to be involved learners and their sense of identity. Children were waved with wave 1 having general support, wave 2 working individually or in small groups with the preschool support worker, or wave 3 children needing support from a therapist. Over the year some children moved from wave 2 to wave 1 as their ability to produce sounds, say words, structure sentences and skills progressed. Over the year all children's understanding of their emotions, making A & B choices and social skills developed.
Improved outcomes for non-English speaking children who received bilingual support	No bilingual support was received.	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	Parents have been supported through programs including Circle of Security, Song-Time, many playgroups, Learning Together at Home, first aid workshops to build parents knowledge & understanding. Information is shared with families via social media, text messages and newsletters. Parents are consulted for their views through conversations and surveys, with feedback used to develop new programs e.g. Baby and You. Families are provided with support eg Food parcels, information re Angel flights, Treasure boxes, transport to programs, links to services. KPCC has strong links to local Aboriginal organisations, a RAP, and is culturally welcoming.	Due to covid no community programs ran until week 6 Term 1. Numbers took a while to increase. KPCC actively promotes itself in the community. The CDC widely distributes our 'What's On' flier, shares information, and supports Song Time at the Hub (Lincoln Garden's School). The Learning Together Educator runs playgroups in other Eyre Peninsula towns. An increasing number of Aboriginal 3- and 4-year-olds are enrolling in preschool, and many younger children in occasional care. Aboriginal Health visit Nunga playgroup weekly. CAFHS have not visited in 2022. AEDC data is being used to develop a Let's Talk group in 2023 to support late talkers.
Children's Centres for Early Childhood Development and Parenting Grants	Allied Health OT & SP worked with a number of individual families, offered once-off consultation with recommendations provided for home programs/ referral to other services, others engaged for several sessions. SP provided parent education for communication development within the home prior to commencing regular therapeutic services. OT & SP Supported site programs - Song Time, Baby and You, Playgroup Plus and Community playgroup, & made connections with a new offsite Intergenerational playgroup & home visited with Learning Together Educator. OT: Supported Baby and You offering baby massage, connection rituals, sleep, and self-care sessions.	OT facilitated a whole-of-staff informal half-day workshop around Sensory and Emotional Regulation through the eyes of Trauma-informed practice. In 2023 the OT will facilitate Responsive Relationship workshops for staff to support children's emotional wellbeing. SP offered support to occasional care, playgroup and preschool staff re strategies to use to best support individual children in our Centre. With a goal for children aged birth to 3 years to have more in-depth oral language experiences and increased engagement in reciprocal conversations staff supported parents in ways to encourage this, making referrals when needed.
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. 	Playgroups included: Song-Time & Song-Time at the Hub (off-site), Nunga Playgroup, Multicultural Playgroup (term 1), Playgroup Plus, Community Playgroup, Baby and You (as CAFHS didnt offer baby groups) 2. Preparing for Parenting, First Aid for Parents, Baby Massage, Circle of Security, Learning Together at Home, Multiple Birth Group, 3. Term 3 Parent information sessions and Term 4 Pre-entry to Preschool (4 visits x 2hrs). Children attending the same school were grouped together and the Principal was invited to Kids Cafe to meet the children and parents. School visits. 4. Little People with Big Feelings (run by our OT) 4 week program.	

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