



# Kingston Early Learning Centre 2019 annual report to the community



Government  
of South Australia  
Department for Education

Kingston Early Learning Centre number: 6520

Partnership: South East Coast & Vines

Name of preschool director:

Linda Troeth

Name of preschool management committee chair:

Kristen Wilks

Date of endorsement:

11/2/2020

## Context and highlights

At Kingston Early Learning Centre we provide quality playful experiences which cater for individual needs of children and enhance all aspects of their development. We strive to provide a safe and nurturing play environment that promotes children's engagement in a variety of learning experiences where they can explore, discover, collaborate and communicate.

Programs operating at the Preschool:

- Universal Access Preschool 15 hours
- Preschool support and intervention for children with additional needs through DECD support services and Community Health
- Trialled a Pre Entry Program for 6 weeks prior to Transition for children beginning preschool in 2019
- Transition to Kindergarten sessions in term 4
- Transition to School visits throughout the whole year

Programs operating at our Rural Care Service:

- Long Day Child Care, Before and After School Care and Vacation Care
- Support and referrals of children with additional needs (to Community Health)

Curriculum Framework:

- The National Early Years Learning Framework: Belonging, Being and Becoming for children birth to 5 years.
  - The Dispositions for Learning and Child Protection Curriculum
  - Numeracy and Literacy Indicators - supported by the Building Numeracy Together booklet
- We use these frameworks to develop learning programs when responding to children's ideas, interests, strengths and needs

Highlights:

- Moving the cubby house from the back yard to the front
- installing a water pump for the children to access water whenever they want
- Introducing a "Kindy at school" program every 2nd Friday morning - to become part of our Transition to School policy
- Site visit from the Honourable Nick McBride
- Continuation of our 3rd worker program in Rural Care and obtaining funding until the end of 2020
- Visit from the Dentist to assist in children's oral health
- visit from the local police to talk about safety
- Governing Council raised approximately \$5,000.00
- Staff Professional development with Professor Pamela Snow, John Hattie, Jane Lemon, Records Management and a study tour of Melbourne
- Woolworths land grant of \$1100.00 to put garden beds in our back yard for children to grow vegetables
- Nature Education came and ran a session with all the children

## Report from the preschool management committee

Thank you to the dedicated, committed and passionate Governing Council members for their contribution in 2019. A snapshot of our achievements/ activities for the year include: Implementation of a transition/excursion program between Kingston ELC/ Kingston Community School – this collaborative program provided many educational/ social benefits and is a credit to all that it was implemented seamlessly and successfully and will continue in 2020. Relocation of the cubby, the front garden makeover and new vegetable garden at the rear of the centre – I would like to thank Clarke Bros, Tom Wilks, Adrian Gibbs for the cubby relocation, plus the volunteers for the garden makeover, various working bees and general gardening throughout the year. The Woolworths grant obtained by Fiona Rasheed provided new garden beds and equipment for the children to utilise. Thank you to Angas Bawden who removed and replaced the bark to then pay it forward to Ron Wright as a thank you for the maintenance he does throughout the year. The Ladies Night at the Crown Hotel, the garden bulbs sale, Bake Stall, Rainbow Run and Wangolina fundraisers brought the total raised for the year to approx. \$5000. Fantastic! A visit by local member and past student Nick McBride in May was greatly appreciated and timely. Continuation of the third worker program till the end of 2020 for Rural Care. This is excellent news for our families and community and we thank the education department for their support and funding in this area. Rural care has remained steady with the waitlist sitting above 40 children for a majority of the year and this will be an ongoing challenge for the greater community. Enclosure of the veranda area – this will provide more floor space, in an enclosed secure environment which will allow for great flexibility in learning. I would also like to thank our dedicated and committed staff. - K Wilks.

## Quality improvement planning

Staff continued to work with the National Quality Standards and Regulations and identified some priorities we wanted to work on throughout the year. This year we used a new template devised by our partnership and linked our goals to children's learning and NQS:

Goal 1: Children demonstrate increased learning progress in literacy and numeracy

Challenge of Practice: If we engage in high quality interactions with children, we will see progress in children's oral language, literacy and numeracy development

Priorities:

1. children able to write their name independently by the end of the year. We supported this by first getting children to recognise their names - term 1 we had name cards with pictures on them, term 2 we had name cards with no pictures, term 3 children signed in writing their names on sheets of paper where their names were (so they could copy), term 4 children had blank sheets to write their names on them. Using year long writing data we were able to track the progress of children in writing their name. By the end of the year there were 4 children out of 27 who were unable to write their name. 3 of them, their attendance was very low and 1 was an early entry child who will be at kindy next year.
2. Identify the level of speech and language of children when they begin their year - we conducted speech assessments on all children by week 5. We referred 2 children for speech support. We repeated the assessment in term 3 and identified one more child who hadn't progressed and was able to get a speech program for her as well.
3. Learning, Design and Reflective practice—planning cycle - continue to engage in the planning cycle while working on the program. Engaged in an inquiry project with Alma Fleet and Anthony Semann. Our focus was on mark making and children's writing in the centre. Staff engaged in a Book Club reading "Already Ready" by Matt Glover, to increase their understanding on children's writing.
4. Identifying children's numeracy in their play - staff attended Jane Lemon training (throughout the year) to work on their understanding of the indicators to support them begin able to identify numeracy in play.

Goal 2: Children to demonstrate an increased sense of Agency

Challenge of Practice: If we view children as competent and capable learners and support their choices and decision making, we will see an increased sense of Agency

Priorities:

1. Using the Reflect, Respect and relate to document growth - Rural Care and Kindy used this document to observe children's agency by videoing and reviewing focus children
2. Portfolios and Individual learning plans - we continued to use portfolios and individual learning plans to target children's learning and identify their needs. Staff wrote learning stories but changed the way they were doing them. The observational side (what happened) details were minimal. The detail came when linking to EYLF, Indicators or dispositions, describing how/what the child did and how it linked (why was it important)
3. Programming to reflect links between ILP's and interest. Staff worked on linking their programs to children's interest and Individual Learning Plans. We still need further work on the documentation side of this priority. We need to begin documenting the link in our written program, we will be continuing to work on this next year.
4. Creating Space for kindy children to explore without Rural Care children intruding—especially for fine motor development. We initiated a new "kindy at school" program. We ran preschool out of a space at the school every 2nd Friday morning. The children loved having their own space and showed the need for a separate space for our 4 year olds at kindy. We will be enclosing the verandah to provide a small space for 4 year olds only.

## Enrolment

| Year | Enrolment by Term |        |        |        |
|------|-------------------|--------|--------|--------|
|      | Term 1            | Term 2 | Term 3 | Term 4 |
| 2016 | 18                | 18     | 19     | 19     |
| 2017 | 26                | 27     | 29     | 30     |
| 2018 | 22                | 24     | 24     | 24     |
| 2019 | 21                | 21     | 24     | 26     |

NOTE: The data is based on person counts in the two week reference period each term. Excludes pre-entry.  
Source: Preschool data collection, Data Reporting and Analytics directorate.

## Enrolment comment

Our enrolment reflects the birth rate within the community and new families moving into the area

## Attendance

| Year        | Term 1 | Term 2 | Term 3 | Term 4 |
|-------------|--------|--------|--------|--------|
| 2016 centre | 92.1%  | 86.5%  | 79.6%  | 93.5%  |
| 2017 centre | 84.5%  | 86.6%  | 80.0%  | 86.1%  |
| 2018 centre | 84.3%  | 92.4%  | 87.4%  | 84.9%  |
| 2019 centre | 85.3%  | 94.7%  | 70.2%  |        |
| 2016 state  | 91.1%  | 89.0%  | 87.2%  | 87.5%  |
| 2017 state  | 90.5%  | 88.2%  | 85.9%  | 87.2%  |
| 2018 state  | 90.7%  | 88.3%  | 87.0%  | 87.2%  |
| 2019 state  | 90.3%  | 87.4%  | 85.8%  |        |

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.

## Attendance comment

We are aware of the issue of lower attendance as the year went on. We had a couple of children whose attendance was consistently low and irregular through out the whole year.

## Destination schools

| Feeder Schools (Site number - Name) | 2016   | 2017   | 2018   | 2019   |
|-------------------------------------|--------|--------|--------|--------|
| 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.

Source: Data Source: Site Performance Reporting System (SPER), Term 3 2019 collection.

## Destination schools comment

Kingston Community is our only local school

## Client opinion summary

we only had 7 responses from our parent survey. Some of the comments were:

"Having Kindy at the school was fantastic. I'd like that to continue"

"I think that additional resources could be provided. The preschool relies heavily on fundraising to be able to purchase adequate and even basic equipment. Additional resources would improve child learning opportunities. Whilst not relevant for my child, I have also heard that access to special needs services is restricted due to funding from the Department and that the Centre has had to spend its own funds to enable children to access these services in a timely manner rather than waiting for it to occur through the department"

"staff are friendly approachable and encouraging my child thoroughly. She enjoys her time at the Centre"

"newsletter is a good communication tool. Scrapbooks of child's achievements are very useful record of work my child has been doing and the parent-teacher interviews that have been introduced this year are an excellent way to touch base with the teachers and discuss issues relevant to my child's development and learning"

"the Governing Council is an excellent way to be involved in the preschool and its approach"

"Excellent Leadership; Innovative program design by having transition/excursion to school. My daughter loved it! well done Linda and Toc"

"Very happy with the staff and the programs and overall environment. Kindy in school was an excellent idea! How do we get it back?"

## Relevant history screening

Sighting and recording all clearance information and maintaining copies of all staff, volunteers, employed contractors, student work experiences and Uni/TAFE placements

## Financial statement

|    | Funding Source       | Amount     |
|----|----------------------|------------|
| 1. | Grants: State        | 529,678.25 |
| 2. | Grants: Commonwealth |            |
| 3. | Parent Contributions | 8,400      |
| 4. | Other                |            |

## 2019 Preschool annual report: Improved outcomes funding

| Improved outcomes category<br>(where applicable to the site)                       | Briefly describe how the 2019 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  | <p>Staff attended several trainings across the year with Jane Lemon. Also with Professor Pamela Snow and John Hattie..</p> <p>Buying of resources to extend children's interest and curiosity whilst embedding the numeracy and literacy outcomes. Bought Culturally specific materials (Indian and Aboriginal) to promote inclusion.</p> | <p>Staff are more confident in identifying numeracy in children's play and extending their development and interests and included.</p> |
| Improved ECD and parenting outcomes<br>(children's centres only)                   |   |  |
| Improved outcomes for children with disabilities                                   | <p>TRT was used to cover staff to conduct a speech and language assessment on all children in term 1 and 3. Preschool support was allocated to children who had speech and language issues. Due to speech therapists not coming to our Centre until term 3, we worked with outside speechies on a program with one of our children</p>    | <p>Children were able to receive the support due to staff being able to identify issues early and talking to speechies.</p>            |
| 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.