



2023 annual report to the Community

Kensington Gardens Preschool

Kensington Gardens Preschool number: 4627

Partnership: Central East



Preschool director:

Catherine Honeychurch

Signature

Date of endorsement:

05/02/2024



Government
of South Australia
Department for Education

Context Statement

Kensington Gardens Preschool is situated in the Kensington Gardens Reserve now known as Kensington Wama in acknowledgment of the Kaurna people. We acknowledge and learn what it means to meet on the lands of the Kaurna people and work together to look after the environment. KGP belongs to the Central East Partnership of schools and preschools. Thirty to forty percent of our children transition to Magill Primary school along with several other schools both public and private.

Our families come from diverse backgrounds and most of our children attend other local early childhood services and informal care arrangements such as with grandparents.

The programs operating at the preschool include; sessional Kindergarten for eligible children, Bilingual Support and Preschool Support for children with special rights. Allied health and other support services are accessible through the Department for Education on a needs basis.

The grounds are well kept and shady and we connect with our beautiful park for Nature Kindy and other learning opportunities. On Fridays we run a well-attended community-based playgroup.

Our curriculum is framed by the Early Years Learning Framework, Child Protection Curriculum and Preschool Indicators of Literacy and Numeracy. Our core values and program approaches are:

- Inquiry/project-based learning.
- Nature Pedagogy incorporating sustainable practices.

Our staff profile includes: 1.0 FTE Director, 1.0 FTE Teacher, 0.4 Teacher, 0.6 ECW. Each member of staff develops a personal Performance Development Plan and engages in Performance Development Conversations with their Line manager twice per year.

In 2023, the site capacity was 55 children with 5 core staff members and long-term volunteer Alison Cutten donating 22 hours a week of her time. We also employed bi-lingual ECWs as required, who added diversity and language to our program and to our team.

In 2023 the site Preschool Quality Improvement Plan built on last years work on how Shared Sustained Thinking supports the goal of developing children's communication skills and high quality interactions, thus developing children's thinking and their learning over time; we also acknowledged that children and families' wellbeing has an impact on children's learning. We used research-based strategies that develop social and emotional resilience for learning.

Preschool Attendance

| | Term 1 | Term 2 | Term 3 | Term 4 |
|-------------|--------|--------|--------|--------|
| 2020 centre | 90.9% | | 88.7% | 91.3% |
| 2021 centre | | 92.7% | 92.7% | 95.9% |
| 2022 centre | 93.8% | 84.6% | 71.8% | 80% |
| 2023 centre | 92.6% | 86.2% | 85.6% | 76.2% |
| 2020 state | 89.1% | | 84.6% | 85.8% |
| 2021 state | | 85.3% | 87.1% | 84.5% |
| 2022 state | 83.6% | 77.6% | 77.9% | 77.8% |
| 2023 state | 85.4% | 82.9% | 83.4% | 81.4% |

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. Data Source: Department for Education Attendance Data, Semester 1 Report 2023. A blank cell indicates there were no students enrolled.

Note: Term 2 2020 data may not be available for all preschools.

Attendance Comment

In South Australia, preschool attendance is not compulsory, but it is strongly encouraged. Preschool gives children the best opportunity to develop skills, which prepare them for school. These benefits include establishing positive routines and habits, friendships and connections as well as developing communication, problem-solving and creative skills. All children are entitled to access a preschool program over 4 terms the year before they start school.

Destination Schools

| Feeder Schools (Site number - Name) | 2021 | 2022 | 2023 |
|--------------------------------------|-------|-------|-------|
| 0249 - Marryatville Primary School | 7.3% | 11.1% | 3.4% |
| 0699 - Burnside Primary School | 9.1% | 3.7% | 6.8% |
| 1213 - Magill School | 38.2% | 42.6% | 69.5% |
| 9082 - St Joseph's School - Tranmere | 10.9% | 5.6% | 8.5% |
| 9999 - Unknown | 25.5% | 27.8% | |

Note: The data is collected in term 3. It does not reflect actual schools enrolled in by existing preschool children. A blank cell indicates there was no data for students enrolled.

Data Source: Department for Education Destination Data Report, 2023.

Highest Qualifications held by the teaching workforce and workforce composition

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

| Qualification Level | Number of Qualifications |
|-----------------------------|--------------------------|
| Postgraduate Qualifications | 3 |

Data Source: Data extracted from Mandatory Workforce Information Collections as on the last pay date of June 2023. As self-reported by staff in the system.

Please note: Data includes staff who are Actively employed and on extended paid leave. Please note only the highest qualification of the Teaching staff is reported. Excludes any number of other certifications earned.

Workforce composition including indigenous staff

| | Teaching Staff | | Non-Teaching Staff | |
|-----------------------|----------------|----------------|--------------------|----------------|
| | Indigenous | Non-Indigenous | Indigenous | Non-Indigenous |
| Full-Time Equivalents | 0.0 | 2.7 | 0.0 | 0.5 |
| Persons | 0.0 | 3.0 | 0.0 | 1.0 |

Data Source: Data extracted from Mandatory Workforce Information Collection as on the last pay date of June 2023.

Please note: Data includes staff who are actively employed and on extended paid leave. "Indigenous category" is self-reported by staff in the system.

Financial Statement

| Funding Source | Amount |
|----------------------|--------|
| Grants: State | |
| Grants: Commonwealth | |
| Parent Contributions | |
| Fund Raising | |
| Other | |

Data Source: School supplied data.