



Lockleys Children's Centre 2016 Annual Report to the Community



Government
of South Australia
Department for Education
and Child Development

Lockleys Children's Centre Preschool Number: 5630

Partnership: West Torrens

Name of Preschool Director:

Chris Markos

Name of Governing Council Chair:

Tanya Venning

Date of Endorsement:

23 / 2 / 2017

Context and Highlights

Lockleys Children's Centre has been operating for three years from this site in a well established older suburb in close proximity to CBD. with a diverse cultural mix within the community, and majority of families English speaking. most families attending the site have both parents working, usually one on a part time basis.

This year we retained educators from 2015 however Caren one of our ECWs worked as a teacher in our Cassowary group. We employed Wendi as our ECW. We also employed an ECW to backfill Vicki who worked with our additional needs children and another who worked with a child that had significant needs and required one to one attention to keep himself and others safe.

The team works together extremely well, supporting each other and utilises everyone strengths and skills. I would like to thank the staff for the exceptional job that they did this year, it was a challenging year for one of our groups in particular due to the dynamics of the children.

The regular exhibits from the Nature Education Centre have sparked enormous interest in children, and provide an important link to their developing concepts of the natural world. We had visits from, the spiny leaf insects, frogs and lizards, the monarch butterfly hatching, and silkworms among others have been very much enjoyed. The 'Henny Penny Hatching Program' is one of the most memorable and heart warming experiences of the kindy year. For many of the children the opportunity to see chickens hatch and caring for them for a week is something that they may not otherwise experience.

A major highlight of the year was the establishment of our vegetable gardens, we grew strawberries, tomatoes and spinach, our spinach pastries were delicious. Another highlight was the excursion to Patch theatre to see 'Emily Loves to Bounce', the children enjoyed playing with balls in boxes as a lead up to and a follow up activity. The kindy Olympics are always a great family day and this year was a wonderful success with families supporting us to man the various stations.

Report from the Governing Council

The 2016 Council members were elected in February and meetings were held twice per term throughout the year.

The Governing Council provided support and input into the update of the Centre policies including the Nutrition Policy, debating whether we were going to reheat foods for lunches. The philosophy for the site was also updated.

Throughout the year the Governing Council approved a number of maintenance and improvement tasks including the erection of a new storage shed in the Community space, storage shelving throughout the centre, in the Occasional care room and both Community sheds and the preschool laundry.

They approved a plan for upgrade to the outdoor environment to add some natural elements. Stepping logs in front of the swing to provide a safe barrier, uneven uprights as a boundary between the swings and the mud kitchen and the raising of the rocks around the mud kitchen to define the area.

As a part of the outdoor environment upgrade we applied for a Opal grant for the establishment of 2 vegetable beds, we added the Active Learning Environment grant from the Department to this and in Term 4 we began growing vegetables. A working bee was held in Term 1 to re-staining the decking and wooden blocks, put wire on the pergola for the vine to grow over and general weeding of the gardens. Thank you to those families who helped on the day.

Fundraising activities supported the Pre-school towards new learning materials. Fundraising activities included Entertainment Books, the Chalk and Parent Direct educational toy catalogues; Tea towels and Kindy Olympics sponsorship. We can't forget the fabulous Movie Night event and particularly thank Filitsa and Dimi for coordinating the night.

I encourage parents to participate in the Governing Council as much as possible. Thank you to the 2016 committee.

Quality Improvement Planning

Each child's interests and strengths are used in programming.

This year we have focus children each week that the whole team records observations on, these observations are kept in the observation folder and are used to inform our program for the following week. We record observations each week in an observation book and use these observations to develop the program. We have a planning sheet which clearly links the observations taken on children to the program. This process is now embedded in our practice.

The documentation about each child's program and progress is available to families.

Documentation of children's learning will be increased, a record in photos, learning observations and displays of group learning will create a record of the learning for each child. This record will be regularly discussed with families. A montage of pictures has been displayed weekly for families to see the learning that has occurred. We are monitoring the number of learning observations written for Learning folders and ensuring all children have one in their folder each term.

Individual interviews with families regarding their child will be conducted to exchange information about each child. All families will be offered an interview with Educators in Term 2, with majority taking up the offer.

The biggest development this year has been the way the Educators have built relationships with families. In Term 1 we held a Family night, a time for families to get together with educators informally and share their child's first experiences with kindy and learn more about their family. we then offered parent / teacher interviews, in Term 2 and built on the knowledge of the child and set learning goals for with the families. the families were giving the opportunity to help us at lunch time and many people, particularly in Term 1 offered their support. These events have meant that the relationship we built with families were richer than they have been. We are going to continue with these events and have added an added an Orientation Playgroup which is run in Term 4 for those families who have a child booked into kindy for the following year. This playgroup was well attended and has meant that relationships have already been made with many of our families.

Sustainable practices are embedded in service operations.

We continue to focus on our practise around sustainability. Worms were purchased and our worm farm was re-established in T2, it is flourishing, with children cutting banana skins every day at fruit time and putting them into the worm farm. We began using 2 X 25 Lt containers so that children can access water in the sandpit and mud kitchen in Term 1. Term 2 the sandpit container was relocated to under the rainwater tank for ease of filling and use of sustainable water.

Outdoor and indoor spaces are designed and organised to engage every child in quality experiences in both built and natural environments.

A focus to redevelop some areas of the outdoor learning space to further establish the mud kitchen and develop some more natural areas for children to explore nature. A Plan has been developed and endorsed by the Governing Council, we are now in the process of finding a company to implement the plan.

Further develop relationship with local school and Early Years teachers.

This goal was achieved during Term 4 with Lockleys North Primary School by designing a transition program jointly. We are hoping to develop this relationship further in 2017 and maintain it throughout the year.

Develop relationship with local child care centre. One of our groups is regularly connecting with the local child care centre and this connection is strengthening.

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2014	80	80	82	84
2015	79	81	79	80
2016	76	75	75	

Based on person counts in the two week reference period each term. Excludes pre-entry. Source: Preschool Data Collection, Data Management and Information Systems.

Enrolment Comment

Enrolments this year have declined due to the introduction of staffing on enrolments, we have tried to keep full to our staffing capacity of 77. We had five children move from the site during the year and were replaced by children on the waiting list. Three of these children commenced school in the local Catholic School in Term 3, whilst the other two moved across town or interstate.

One of the groups had 14% of the enrolled children receiving Preschool Support, one with 10 hours of support, when two children left this group we didn't replace them.

Attendance

Year	Term 1	Term 2	Term 3	Term 4
2014 Centre	87.5%	88.8%	86.6%	84.5%
2015 Centre	93.7%	88.9%	88.6%	87.5%
2016 Centre	93.4%	93.3%	89.3%	
2014 State	90.0%	88.9%	86.1%	87.1%
2015 State	90.5%	88.7%	86.3%	86.3%
2016 State	89.6%	88.7%	87.7%	

Based on attendances recorded in the two week reference period each term, and calculated to an average unadjusted daily attendance (deemed attendance). Attendance percentages are based on the calculated deemed attendance (integer), divided by the number of enrolments. Excludes pre-entry. Note: Figures have been revised for previous years, using integer deemed attendance not decimal. Source: Preschool Data Collection, Data Management and Information Systems.

Attendance Comment

Our attendance this year has been extremely good, families have been committed to getting their children to kindy and this has helped with continuity of the program.

The dip in Term 3 is attributed to children going overseas on holidays, we had six children who were away for various lengths of time during the last 6 months of the year.

Destination Schools

Feeder Schools (Site number - Name)	2014	2015	2016
0106 - Cowandilla Primary School	0.0%	1.3%	0.0%
0135 - Flinders Park Primary School	0.0%	2.6%	0.0%
0179 - North Adelaide Primary School	0.0%	0.0%	1.8%
0231 - Lockleys Primary School	12.5%	2.6%	1.8%
0381 - Richmond Primary School	0.0%	1.3%	0.0%
0911 - Lockleys North Primary School	58.3%	61.5%	82.1%
1022 - Grange Primary School	0.0%	1.3%	0.0%
6015 - St Michael's College: Jnr School	0.0%	7.7%	1.8%
6342 - St George College: Junior School	0.0%	1.3%	0.0%
8026 - Immanuel Primary School	0.0%	1.3%	0.0%
8039 - Saint Spyridon College	0.0%	1.3%	0.0%
8220 - St Mary's Memorial School	0.0%	1.3%	0.0%
8280 - Nazareth Cath Col Primary Campus	0.0%	1.3%	0.0%
8370 - Star of the Sea School	0.0%	1.3%	1.8%
8405 - Emmaus Christian College	0.0%	1.3%	0.0%
9007 - St Peter's Woodlands Grammar School	0.0%	1.3%	0.0%
9011 - St John Bosco School	25.0%	9.0%	7.1%
9040 - St Francis School	2.8%	1.3%	3.6%
9066 - Tenison Woods Catholic School	1.4%	1.3%	0.0%
Total	100%	100%	100%

Destination Schools Comment

We transitioned children to a lower number of schools this year compared to 2015.

There were three children who transitioned in Term 3 to the Catholic sector and the others at the end of the year.

We encourage our families to enrol into schools during Term 3 and support families who live outside the zone for Lockleys North Primary School (LNPS) (co located on site) to find alternate schools if they expect that their child can transition. We try to explain this early in the enrolment process but sometimes there is confusion.

Majority of our children move on to LNPS and we have a great transition program during Term 4,

Client Opinion Summary

The 2016 Parent Opinion Surveys were extremely poorly responded to, so the data isn't really valid but the same trend emerged as last year.

Parents were looking for their opinions to be taken into account when planning the program and wanted opportunities to discuss their child's progress.

This year we had introduced parent /teacher interviews in Term 2 and these had been taken up by majority of families, this enabled parents to have a say in their child's learning.

I have been talking with the educators about sharing documentation of children's learning, we are writing Learning Observations and these are placed into each child's Learning Portfolio but families don't see them until the end of the year. In 2017 we will share these observations during the year as they are written.

We display the weekly learning in the form of a picture montage with a description of the learning that was happening for individuals or groups of children. To respond to the parents that 'Agree' not 'Strongly Agree' to the comment "I receive helpful information about my child's progress and achievement " we will request parent feedback on the montage.

In 2017 we will respond to the question "I am given opportunities to have a say in matters about this preschool" by making the Governing Council meetings more meaningful and the job they do more visible.

DECD Relevant History Screening

Changes to the requirements of who needs to be screened have meant confusion this year while everyone gets to know the requirements.

All people who have been identified as requiring screening have supplied one.

Financial Statement

	Funding Source	Amount
1	Grants: State	
2	Grants: Commonwealth	
3	Parent Contributions	
4	Other	

2016 Preschool Annual Report: Improved Outcomes Funding

Improved Outcomes Category (where applicable to the site)	Briefly describe how the 2016 funding was used to improve the relevant DECD Standard of Educational Achievement * outcomes (where applicable):	Outcomes achieved or progress towards these outcomes:
Improved outcomes for numeracy and literacy	<p>Educators engagement with the West Torrens Partnership Preschool Project has given them the opportunity to attend mathematical knowledge workshops and reflect on practise and use the N& L indicators to identify children's learning in these areas. Survey results have shown that educators confidence in mathematical knowledge grew over the year.</p>	<p>educators confident in mathematical knowledge has increased we are planning for one N&L indicator per term to provide opportunities for children to demonstrate thinking</p>
Improved ECD and Parenting Outcomes (Children's Centres only)	<p>The Community Development Coordinator from our site has joined with the Family Services Coordinator from Cowandilla Children's Centre to run Circle of Security training for families in the area this year. They ran three courses and have made an impact on the families who attended.</p>	<p>We successfully transitioned four very complex children to appropriate schooling options.</p>
Improved outcomes for children with disabilities	<p>The Preschool Support funding we received this year was inadequate to support the complex children we had attending this year, by site funding additional staffing the children all made significant gains with their Individual Learning Plans. The inability to backfill Support services personal hindered goal setting and the ability to get children assessed ready for their schooling options.</p>	<p>all children with no English were supported and were comfortably communicating by the end of the year.</p>
Improved outcomes for children with additional language or dialect	<p>Bilingual support was used this year to support children with no English in T 1 & 2, these children blossomed in confidence. Then in T 3 & 4 to support a reluctant user of language. this child by the end of the year was more relaxed and had begun to verbally communicate.</p>	<p>all children with no English were supported and were comfortably communicating by the end of the year.</p>

* The DECD Standard of Educational Achievement is defined as children and young people progressing and achieving at or above their appropriate year level.