



Largs North Kindergarten 2017 Annual Report to the Community



Largs North Kindergarten Preschool Number: 5628

Partnership: Le Fevre Peninsula

Name of Preschool Director:

Connie Cowling

Name of Governing Council Chair:

Nikki Jones

Date of Endorsement:

15.2.18

Context and Highlights

Largs North Kindergarten is a stand-alone preschool in Largs North on the Le Fevre Peninsula. Our centre has been part of the Largs North Community for over 60 years.

Centre Facilities and Outdoor Learning Environment

Consultants were engaged to outline a rejuvenation initiative for the outdoor learning environment. LCS Landscapes and Climbing Tree both provided reports for sustainable upgrades and a four year plan has been created to incrementally improve the aesthetics and environmental impact for this space.

Sustainability

We continued to focus intensively on sustainable practices throughout the year. Children were involved in maintaining recycling efforts through the use of separate refuse bins for organic and non-recyclable materials; this year a four-bin system was introduced, incorporating soft plastics into the preschool's recycling focus. Additionally, the site engaged with KESAB to facilitate children's learning related to recycling processes and stages.

Community Engagement

Local Business and Library Involvement

As part of an Inquiry Project related to Community, children participated in an excursion to several local business at Semaphore. This included the local vet, a restaurant, nursery and the library. In line with our sustainable practices ethos, children accessed public transport to travel to this excursion.

RSL and Kura Yerlo

A day at the Semaphore Foreshore was organised in collaboration with the local RSL and Kura Yerlo preschool. This enabled intergenerational interactions and engaged both sites with the local community. Children participated in games and races with members of the RSL and were provided with a complimentary lunch.

Report from the Governing Council

"I want to start with a big thank you to the Teaching staff, the relieving teachers and support staff for such a wonderful year at kindy. We said farewell to Cheryl at the end of this year after 14 years of dedication to the kindy and children. We wish her well and all the best for her retirement. 2017 was a fantastic year filled with fun and educational excursions for the children, attending plays, having school visits, attending Veterans Health Week at Semaphore with Largs North RSL and finished off the year with a fun evening at the Semaphore Carousel for the children's farewell.

A highlight to attending Largs North Kindy is the beach visits – thoroughly enjoyed by all but especially the children – getting to enjoy and appreciate nature and the environment and giving them a sense of community.

We had a successful year with fundraising, started off the year with a Movie Night – which had a great turn out and big thanks to all who also donated to the raffle on the night. We had a successful Bake sale at Bunnings during the year and again keeping the tradition with the Tea Towels and finished the year with Seeded Christmas cards. Kindy also now has its own Facebook page run by Governing Council which helps get reminders and notifications out to kindy families. We were given Grants this year from Adelaide Brighton Cement which went to refurbishing the lawn and a Grant from Mobil that went towards the Rigamajig set, which also has STEM purposes.

Finally, I would like to thank the governing council of 2017 – Jen, Mel, Andrea, Lana, Jemma and Liz for all their help, support and attendance to meetings throughout the year.

To Connie, Louise, Janet, Cheryl and Chantel thank you again for your dedication to our children's learning, growth and wellbeing by providing a nurturing nature based play environment that is Largs North Kindy. We appreciate all you do.

Quality Improvement Planning

Quality Area 1: Educational Program and Practice

A play based Reggio Emilia approach to pedagogy was continued and weekly sessions of Beach Kindy sessions continued to provide authentic learning opportunities. Family Nights enabled us to share the learning and obtain feedback about our practice from families. Discussions, Professional Learning and reflections around the Numeracy and Literacy Indicators continued, a Numeracy and Literacy template to track and monitor children's learning in these areas, against the Numeracy and Literacy outcomes was implemented and trialled. This template will be refined, or another mechanism will be trialled to explicitly analyse learning against these Indicators during 2018, as the data recorded within the trial system did not provide sufficient learning analyses.

Quality Area 2: Children's Health and Safety

Educators utilised the Child Protection Curriculum resource on a regular basis, continuing on from previous practice; empowering children to voice their concerns and facilitating positive outcomes for their social and emotional wellbeing. A risk assessment for children's health needs was implemented during 2017 as part of the recommendations for Quality Improvement identified during the 2016 assessment.

Quality Area 3: Physical Environment

The use of the front outdoor environment was expanded, as per recommendations at the Rating and Assessment visit in 2016. Children engaged with this space regularly for the purpose of lunch, stories, gardening and upkeep of the worm farm. Additional sustainability measures included the purchase of tumbling compost bins and a four bin system, in order to recycle more than is discarded to landfill. Regular newsletter items reinforced our environmental focus on reducing and reusing items.

Quality Area 4: Staffing Arrangements

The Educator to child ratio continued to exceed requirements through most sessions. This, coupled with a strong parent volunteer contingent, enabled the continuity of Beach Kindy sessions once again, throughout 2017.

Quality Area 5: Relationships with Children

There was an intensive focus on mindfulness to enable children to develop stress reduction skills and facilitate self regulation.

Quality Area 6: Collaborative Partnerships with Families and Communities

Goals for children's learning were created in consultation with families during pre-entry and mid-year interviews. As outlined in the highlights, we endeavoured to liaise with local community and utilise local resources such as the Semaphore Library. Excursion and visitors were accessed from a pool of local opportunities and our Early Childhood Workers engaged in professional development offered by the Smith Family.

Quality Area 7: Leadership and Service Management

The Quality Improvement Plan was reviewed regularly and discussed at each staff meeting and at Governing Council meetings. There was a focus on shared leadership, collaborative practice and building relationships as a new staff team. This focus will continue during 2018, with goals for team building sessions and ongoing reflections within the team, highlighting the importance of empathy and altruism. Consultation about policies and the Service Philosophy will continue on an annual basis, in order to share information and involve the current family community in review processes.

There was a strong focus on critically reflective practice. In order to embed this practice, the staff agenda, now has a standard item for critical reflection. In addition, the daily reflection now allows for the recording of incidental critical reflections that occur between staff informally, or as individuals.

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2015	61	63	61	60
2016	52	53	52	52
2017	48	52	54	52

NOTE: The data is 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 fluctuated slightly throughout the year. Two children enrolled in a Catholic Preschool, and another child moved interstate.

Attendance

Year	Term 1	Term 2	Term 3	Term 4
2015 Centre	94.1%	91.7%	89.7%	93.3%
2016 Centre	93.6%	91.4%	84.5%	93.9%
2017 Centre	95.7%	86.4%	91.7%	
2015 State	92.4%	90.2%	87.8%	88.5%
2016 State	91.1%	89.6%	87.9%	87.9%
2017 State	90.6%	88.8%	86.7%	

Based on attendances recorded in the two week reference period each term. Data for eligible enrolments as described in the DECD 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

The attendances were lower than the state comparison over two terms, some families had extended holidays and there was a protracted period where recurrent illness impacted on the attendance of a large number of children, This was significant ,and led to the site engaging with the Department of Health and obtaining guidelines for strict infection control protocols elated to Gastroenteritis.

Destination Schools

Feeder Schools (Site number - Name)	2015	2016	2017
0177 - Henley Beach Primary School	0.0%	0.0%	2.3%
0219 - Largs Bay School	70.6%	75.6%	76.7%
0221 - Le Fevre Peninsula Primary School	0.0%	0.0%	2.3%
6015 - St Michael's College: Jnr School	0.0%	2.4%	2.3%
8222 - Dominican School	25.5%	19.5%	14.0%
8370 - Star of the Sea School	2.0%	0.0%	0.0%
8386 - Portside Christian College	2.0%	2.4%	2.3%
Total	100%	100%	100%

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

Destination Schools Comment

Enrolment at Largs Bay has continued on an upward trajectory, however, increasing only slightly in comparison to 2016. The service continues to engage with both Largs Bay and Dominican Schools, offering transition visits and liaising with Early Childhood teams at the schools. This will continue more intensively during 2018, with educators participating in the LeFevre Partnership Linking Literacies Project.

Client Opinion Summary

Seventeen families (32.6%) responded to the 2017 Client Opinion Survey, however, not all respondents completed each of the questions.

The survey was emailed and staff communicated with families face to face to discuss the value of their feedback and to encourage its completion.

Quality of Teaching and Learning – 47% of respondents strongly agreed that their child received high quality teaching.

- 69% of respondents strongly agreed that the teachers at the preschool really want to help their child learn.

- 63% of respondents strongly agreed that their teacher's make learning interesting and enjoyable.

- 12% of respondents disagreed with the statement that they were satisfied with the learning programmes offered at the preschool.

Support of Learning – 67% of respondents strongly agreed that the preschool provides a safe and secure environment and 63% of respondents strongly agreed that the preschool encourages children to have a sense of pride in their achievements. 67% of respondents strongly agreed that teachers provide help and support when it is needed. However, 7% of respondents disagreed that the Kindergarten has "information about other support agencies within the community", and 6% disagreed that "Children have enough materials and resources for their learning".

Relationships and Communication – 60% of respondents strongly agreed that staff always listen to what I have to say about my child's progress and achievement. 69% strongly agreed that "I am encouraged to be involved in the the preschool in all kinds of ways". However, 13% of respondents disagreed to the statement, "I am given opportunities to have a say in matters about this preschool".

Leadership and Decision Making – 64% of respondents strongly agreed that parents have the opportunity to be involved in the development of school plans through the Governing Council.

DECD Relevant History Screening

All staff were deemed to be compliant prior to commencing duties.

Pre-service teachers and volunteers had their Department for Communities and Social Inclusion (DCSI) checks sighted and filed prior to the commencement of placements.

Amendments were made for parent volunteers, who now no longer require DCSI checks when volunteering with a related child present.

Financial Statement

	Funding Source	Amount
1	Grants: State	471,688.00
2	Grants: Commonwealth	-
3	Parent Contributions	30,801.30
4	Other	16,329.00

2017 Preschool Annual Report: Improved Outcomes Funding

Improved Outcomes Category (where applicable to the site)	Briefly describe how the 2017 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	Temporary Relief Teachers engaged for the purpose of attending Numeracy and Literacy Results Plus Professional Development days.	Trialled Numeracy and Literacy templates and improved analyses related to the Numeracy and Literacy Indicators.
Improved ECD and Parenting Outcomes (Children's Centres only)		
Improved outcomes for children with disabilities	Accessed support for Early Entry and Speech Programmes. Eight children accessed speech support at commencement, One child was identified as requiring support and seven children were supported to a level where they no longer required support.	Successfully supported one child to transition from 6 hours of Preschool in 2017 to a full 15 hours during 2018. Supported 8 children's speech development.
Improved outcomes for children with additional language or dialect	NA	

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