



Kirton Point Children's Centre 2016 Annual Report to the Community



Government
of South Australia
Department for Education
and Child Development

Kirton Point Children's Centre Preschool Number: 6627

Partnership: Port Lincoln

Name of Preschool Director:

Pam Stanley

Name of Governing Council Chair:

Rachel Jones

Date of Endorsement:

21/02/2017

Context and Highlights

KPCC Category Ranking: 2 Number of staff: 23 Number of preschool enrolments: 73

Aboriginal 3 year olds: 9 Aboriginal 4 year olds: 6 CALD: 1 GOM:3

KPCC was always a category 1 site however a significantly different cohort of children in 2015 resulted in reclassified to category 2, impacting staffing and resourcing. New staff at KPCC -Director, graduate preschool teacher, IPP teacher and ECW, 4 ECW preschool support workers, and Occupational Therapist.

In 2016 73 children enrolled in the Preschool program (15 hours over 9 sessions), with 6 children in the Inclusive Preschool Program (IPP). Children attended in a combination of their preferred 5 sessions. Preschool was staffed with 2 fulltime teachers, 1 ECW1, and 8 ECW part-time preschool support workers, and the IPP had a 0.6 teacher and 0.6 ECW2. Attendance average 83%.

A total of 128 children were enrolled Occasional Care in 2016, two under 2 years; three over 2 sessions offered, staffed by 2 ECW2s, utilisation at 88%.

Staff have engaged with Growth Mindsets, Executive functions, and the Numeracy and Literacy strategies.

Community Programs included Nunga Playgroup, Family Connect Playgroup (children with additional needs) and Community Playgroup. Parenting programs - Circle of Security, a Toileting workshop, and a Bushfire Plan Workshop.

Community programs have been accessed by 85- 100 families each week. The Family Services Coordinator worked with other services to run 'Bringing Up Great Kids' program in Tumby Bay. A highlight was filling the 0.6 Occupational Therapist position in June. The Community Development Coordinator worked with many local agencies, organising 7 exciting new programs for 2017.

Learning Together at Home successfully supported 38 families and 48 children in their homes. The Early Links Coordinator, and those in the role, engaged many families in programs, and surveyed the community regarding participation in early childhood programs, linked with other agencies, and promoted KPCC services to support Aboriginal children and families.

Governing Council membership has included representation of parents with children in the preschool, IPP and community programs, who have provided insight and direction for staff from a parent's perspective.

Resources were strategically pooled for additional staffing, and facilities - major financial outlay of a new irrigation system and lawn, and breakdown maintenance tasks. A new cleaner was contracted, and garden maintenance person employed.

Report from the Governing Council

As chairperson, I would like to start by expressing how grateful we are to have been privileged to be a part of the governing council at Kirton Point Children's Centre. We had a chance to have a real insight on what is being taught to our children, and to have a say in how the centre is run and gain some skills, qualifications and responsibilities (that made us feel really important).

I am pleased to report that 2016 has been a very successful year. My fellow councillors have been attending meetings twice a term and made many decisions that we believe have made a positive impact on the centre. We were lucky to have received a lot of feedback from the parents who offered their opinions in the Preschool Parent surveys, which helped guide our decisions.

Some of the decisions made included

- approving funds to be used to purchase the new lawn and fresh sand for the sandpit;
 - agreeing that we have adequate car parking spaces and not to investigate a crossing,
 - approving the idea of Kindy T-shirts and hats and decided on a style that we agreed most people would like (and then surveyed parents re colour preferences)
 - debating changes and having input to simplify the Philosophy statement
 - voting that an EFTPOS machine would be convenient and provide another payment option for families
 - discussing issues with the Healthy Eating Policy and agree on the rewording
 - decided that purchasing new lockers was unfeasible at this stage
 - installing a photo board to identify the KPCC staff and their position,
 - and the basket of toys in the foyer for children to play with whilst the family waits
- are some of the most recent decisions that we made that have made a difference.

2017 looks to be even more exciting with this year's council approving 7 new community programs. This was a great opportunity. Thank you to the staff from all the parents.

Rachel Jones

Chairperson 2016

Quality Improvement Planning

QA1. Educational Program Goal1: Implementation Numeracy & Literacy Indicators.

Strategies: Staff attended PD -Deb Lasscock, who visited, observed, modelled practice; joined early years PLC. Engaged in Numeracy Inquiry project

Outcomes: Staff increased understanding of, confidence in using, mathematical language, noticing, reporting on numeracy. Parents increased understanding of numeracy.

Recommendation: Continue embedding Indicators. Goal2: Engage in concept of Growth & Fixed Mindset

Strategies: Staff attend James Anderson 'Growth Mindset' conference, discussed readings. Articles in newsletters for parents. Children surveyed re hard work and risk taking.

Outcomes: Staff have a shared language relating to risk taking, and used this with children. Children more willing to try new experiences and take risks.

Recommendation: Build upon in 2017.

QA2: Children's Health & Safety Goal: - Protect children from harm and hazards.

Strategies: 1. Communicate health care plans 2. Children to be sun safe - lockers (hat storage); 3. Staff train in child protection curriculum.

Outcomes: Staff aware of children who have an identified health need/ permission restriction - clearly displayed. 2. Locker quotes – review end-of-year budget re affordability. 3. Staff trained, incorporating child protection in program.

Recommendations: 1. Health/permission displays now standard practice. 2. Hats included in 2017 fees, left at KPCC. 3. Embedded in program.

QA3: Physical Environment Goal: Develop inviting learning environments, sustainable, responsible practices.

Strategies: Monitor energy usage. Create inviting indoor area, refresh outdoor areas. Continue recycling program.

Outcomes: Irrigation system replaced, new lawns laid, new outdoor areas created, increased children involvement.

Outdoors committee established.

Recommendations: Continue creating inviting environments. Consider sustainability as global citizens.

QA4: Staffing Arrangements Goal: Staff working collaboratively to learn and support each other, and improve practice and relationships.

Strategies: Improved communication, explanation of roles, deprivatation of practice, working effectively with others, visiting other sites, staff working across KPCC programs.

Outcomes: Increased collaboration between staff who are more informed of happenings at KPCC, supporting families resulting in increased parent and child engagement.

Recommendations: Maintain effective communication/ build on approaches with 2017 team.

QA5: Relationships with children Goal: Staff will have positive respectful relationships with children.

Strategies: Kidsmatter training, reflective questioning at staff meetings.

Outcomes: Circle of Security sessions presented to staff, continual reflective conversations regarding children and family needs- influencing staff work. Parent feedback indicates positive staff/child relationships.

Recommendations: Marte Meo approach to be embedded across all programs.

QA6: Partnerships Families & Community Goal: Encourage families to be involved in & contribute to Centre 2. Develop shared understanding of reconciliation.

Strategies: Implement 'Just One Thing' strategy encouraging families to be involved. 2. Implement Reconciliation Plan.

Outcomes: 1. Low responses to undertaking specific tasks, however parents volunteered re repairs/end of term tasks, Governing Council.

Recommendations: CDC to lead engagement strategy, ELC to promote Reconciliation Plan.

QA7: Leadership Goal: Staff have regular professional performance discussions

Strategies: Director to regularly meet staff

Outcomes: All staff met Director, discussed needs, successes, areas for professional growth. Community Team regularly discussed their program.

Recommendations: Termly PDP meetings written feedback

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2014	64	64	62	62
2015	78	76	75	79
2016	58	65	63	

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

KPCC has a capacity of 66 enrolments and 6 in the IPP. In total there has been 73 children enrolled in 2016. Enrolments increased during the year due to the continuous enrolments of 3-year-old Aboriginal children. At the end of Term 2 two children exited preschool – one commenced Reception at St Joseph's and the other at Navigators. Two children moved interstate during 2016 and two children moved to another preschool in Term 4.

Families develop relationships and a sense of belonging to the centre through the playgroup, but mainly through the Occasional Care program as it is integrated with the preschool, and then like to enrol in the preschool.

Preschool enrolments are lower than 2016 due to the IPP operating again and Navigator College opening an Early Learning Centre with 22 enrolments who potentially would have come to KPCC.

Attendance

Year	Term 1	Term 2	Term 3	Term 4
2014 Centre	82.8%	71.9%	71.0%	74.2%
2015 Centre	87.2%	84.2%	80.0%	83.5%
2016 Centre	86.2%	80.0%	84.1%	
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

Despite the promotion of the 'Every day at Preschool Counts' strategy, attendance at KPCC continues to be lower than the state average and considerably lower than the 93% state target. 2016 attendance was also lower than 2015 (which had a different demographic of families) however was higher than that of 2014. Surprisingly Term 3 figures were higher than in Term 2 which is against the traditional trend. Term 4 attendance was 80.1%.

During the pre-entry visits for the 2017 intake of children staff promoted the importance of everyday counts through the children personalising a 'Every day at Preschool counts' poster with their own photos. KPCC's attendance strategy requests families to notify the centre if their child will be away with a number of days of non-attendance to be followed up by KPCC staff by phone or home visits if appropriate.

Destination Schools

Feeder Schools (Site number - Name)	2014	2015	2016
0128 - Elliston Area School	0.0%	0.0%	1.8%
0899 - Kirton Point Primary School	35.1%	16.9%	29.1%
1158 - Lincoln Gardens Primary School	0.0%	4.2%	5.5%
1277 - Port Lincoln Junior Primary School	42.1%	32.4%	41.8%
1801 - Port Lincoln Special School	1.8%	0.0%	3.6%
8333 - St Joseph's School - Port Lincoln	8.8%	21.1%	12.7%
8425 - Navigator College	12.3%	25.4%	5.5%
Total	100%	100%	100%

Destination Schools Comment

Children from KPCC moved to 7 different schools. In 2016 18.2% of children transitioned to St Joseph's and Navigator College compared to 46.5% in 2015 (decrease of 28.3%). Navigators opened their own early childhood centre in 2016, hence many of their potential students began preschool at their site rather than transitioning from other preschools. Subsequently there was an increase in numbers from KPCC moving to the Port Lincoln government schools, in particular to Kirton Point Primary School with 29.1% compared with 16.9% in 2015. The Port Lincoln Junior Primary remains the site taking the largest number of KPCC children (41.8%).

Client Opinion Summary

Despite personally delivery and constant reminders only 30 surveys were completed (18 hard copies & 12 online). Of these 22 attended preschool, 7 occasional care, and 14 community programs. Overall clients strongly agreed/agreed that service provided at KPCC in terms made them feel welcomed, provided opportunities to be engaged in activities involving children, approaching staff to discuss a child's progress and needs, leadership of the centre, quality of experience, nature based curriculum provides a quality learning experience, and the commitment of staff to continually improve their knowledge and understanding.

Comments included 'My child gained a lot of confidence, formed new friendships and has really benefited from her time here.' 'I am exceptionally happy with the services provided by KPCC. I really like the fact staff enjoy learning new teaching techniques and seem to look forward to trying them out.'

Identified areas for improvement in 2017 include

- supplying more information regarding children's learning
- emailing families regarding upcoming activities
- inviting families to contribute ideas and suggestion to support the decision making
- families seeing, feeling and believing that the KPCC philosophy statement guides the practices of our centre

In reflection staff have identified the need to develop a method of capturing the voice and opinions of more families using community programs/ preschool throughout the year; rewording some questions in our survey; investigating a state-wide Children's Centres survey; and providing families with the opportunity to complete their surveys at the centre/home visits to gain the voice of the majority of our clients.

DECD Relevant History Screening

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

- DCSI clearance
- Vulnerable People History Check (IAS requirement)
- Teacher Registration (where required)/ Authority to work for Teachers and ECW's.
- Reporting Abuse and Neglect Training
- HLTAID004 First Aid training (some staff)

Financial Statement

	Funding Source	Amount
1	Grants: State	\$ 520
2	Grants: Commonwealth	\$ 113,200 (IAS)
3	Parent Contributions	\$ 27,805.47
4	Other	\$ 0

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	Funding supported 4 educators to attend a Deb Lasscock workshop re the Numeracy Indicators: Deb later visited KPCC to observe and model good numeracy teaching practice. KPCC participated in a Port Lincoln Partnership Numeracy Inquiry project which focused educators and children to use mathematical language and deliberately have more opportunities to develop numeracy skills. Resourcing allowed the lead educator to attend Inquiry training, and release days to research and document the learning from the project.	All children participate daily in numeracy and literacy experiences. PASM data collected. EYLF outcomes & N&L Indicator progress documented in Learning Folders and Sol.
Improved ECD and Parenting Outcomes (Children's Centres only)	See attachments -Parents have been supported through programs such as Circle of Security, song time, playgroups, toileting workshops.	
Improved outcomes for children with disabilities	The IPP is staffed with a 0.6 teacher and 0.6 ECW who empowered the 6 children with increased confidence, communication skills, social skills to interact with other children, ability to identify their feelings and follow routines. KPCC received considerable preschool support for the 33 individual children over the year with an average of 54 hours/term for 29 children, for supporting speech, language, behaviour and socialisation skills with developed programs.	All children made progress in terms of developing their communication skills, confidence to be involved learners and sense of identity through their program participation.
Improved outcomes for children with additional language or dialect	KPCC employed a Bilingual Support worker who was able to converse with a child, and their family in their language, to translate and model English for the child. The provided bilingual support in Terms 2 and 3 was 1.5 hours per week, and this was combined with 2.4 hours/week of preschool support hours allowed the child to allow her to settle, integrate and gain a sense of belonging.	The child overcame separation fears, formed trusting relationship with the support worker, and was able to communicate her needs in English to others.

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