



Kirton Point Children's Centre 2017 Annual Report to the Community



Kirton Point Children's Centre Preschool Number: 6627

Partnership: Port Lincoln

Name of Preschool Director:

Pam Stanley

Name of Governing Council Chair:

Kate Gray

Date of Endorsement:

27/02/2018

Context and Highlights

KPCC Category Ranking: 1 Number of staff: 23 Number of preschool enrolments: 70
Aboriginal 3 year olds: 14 Aboriginal 4 year olds: 5 GOM: 1
KPCC was reclassified as a category 1 site. New staff at KPCC -1 preschool teacher returned 0.6; 4 ECW preschool support workers & 1 Occasional Care ECW2. Many staff worked across programs within the Centre.
In 2017 63 children enrolled in the Preschool program, including 6 children in the Inclusive Preschool Program (IPP). Children attended in 3 groups over 2 full days and 1 part day each fortnight. Preschool was staffed with 1 full-time teacher, a 0.6 & 0.4 teacher, a 0.8 & 0.2 ECW, and 6 ECW part-time preschool support workers: the IPP had a 0.6 teacher and 0.6 ECW2. Attendance average 78.4%.
A total of 150 children were enrolled Occasional Care in 2017, with 3 sessions of under & over 2s offered, staffed by 3 ECW2s, booked 100%, attendance 87.6%. The 3rd under 2 session was added in Term 2 due to demand.
Staff have engaged with the Numeracy & Literacy Indicators, Marte Meo and the 5-point-scale to support children's social & emotional wellbeing.
New programs included Intergenerational Playgroup, Bush Playgroup, Jump 'n Jive, Baby Massage, Kid's Cafe & Holiday playgroup. Continuing programs were Nunga Playgroup, Family Connect Playgroup (renamed Play-Connect - for children with additional needs) and Community Playgroup. Parenting programs included a Toileting & a Fussy Eating workshop and the Family Services Coordinator worked with other services to deliver Circle of Security. Community programs have been accessed by (85-100) families each week. The 0.6 Occupational Therapist reduced their time to 0.4, allowing for a 0.2 Speech Therapist to be recruited, to start in 2018.
Learning Together at Home successfully supported 38 families and 51 children in their homes. The Early Links Coordinator engaged 58 Aboriginal families in programs, linked strongly with other agencies, and promoted KPCC services to support Aboriginal children and families. 42 families attended Nunga playgroup in 2017.
Governing Council membership has included representation of parents with children across preschool & community programs, who have provided insight and direction for staff from a parent's perspective.
Resources were used to 'resurrect' the lawn, numerous breakdown maintenance tasks and projects such replacing the leaking preschool roof. The site continued contracting the same cleaner, and engaged a new garden maintenance person.

Report from the Governing Council

The Kirton Point Children's Centre has had a busy year in 2017, and I recognise the hard work and achievements of our children, the staff and the Centre. This is my second year on the Governing Council and first as chairperson. This year our Governing Council was made up of both mums and dads, Aboriginal and non Aboriginal, with representation from the Preschool, Inclusive Preschool Program, Play Connect, Nunga Playgroup, Intergenerational, Bush and Community Playgroups and Jump-n-Jive programs.

Being on the Governing Council means that we can make decisions that ultimately benefit our Centre and most importantly our children.

Among the many things we discussed we made decisions regarding a sandwich board to promote daily programs, the staff shirts, storage cupboards, student free days, jumpers for the students, fees, the preschool toilets, the lawn, A & B choices, and Kindy photos. We successfully applied for a Parents Initiative in Education (PIE) grant to run 8 child-parent workshops in 2018, to give parents and opportunity to learn and play with their child.

The Governing Council is kept informed about learning in the preschool and helps develop all the aspects of the Centre, including the preschool, Occasional Care, Community based events, excursions, & policy changes.

The decisions we make, the topics we discuss and the ideas we brainstorm are what we as Governing Council members do and essentially we are relied upon to shape the Kirton Point Children's Centre.

I'd like to take this opportunity to encourage parents to get involved. Join our Governing Council in 2018 and help us shape our Centre for the future.

Here is to a successful 2018.

Kate Gray
Chairperson.

Quality Improvement Planning

QA1. Educational Program

Goal1: Numeracy & Literacy Indicators embedded and communicated.

Strategies: Attend Early Years PLC, set agenda item at staff meetings, reflection, staff discussion, parent teacher interviews, displays, conversations with families, statements of learning. PASM data used to link to indicators.

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

Some parents increased understanding of diversity of literacy and numeracy.

Recommendation: Continue to use, explicitly name and improve documentation of learning.

Goal2: All children given confidence and skills to exceed

Strategies: Observation & reflection, displays/ discussion with families, support use of 5 point scale

Outcomes: Staff using a shared language relating to risk taking with children- promoting them to try new experiences & take risks.

Recommendation: Continue to focus on truly knowing each child and planning for their needs

QA2: Children's Health & Safety

Goal: - Protect children from harm and hazards.

Strategies: 1. Children and staff to wear hats in terms 1,3&4. 2. Individual health needs are known and accessible

Outcomes: Hats included in children's fees and left at site. Reinforced no hat, no outside play. 2. Staff aware of children who have an identified health need/ permission restriction - clearly displayed.

Recommendations: Continue current practices.

QA3: Physical Environment

Goal: Develop inviting learning environments, sustainable and responsible practices.

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

Outcomes: New lawn nurtured, interesting outdoor areas created, increased children involvement, recycling promoted.

Secured NRM grant.

Recommendations: Use NRM grant and fundraising to create inviting environments. Grow sustainability as global citizens.

QA4: Staffing Arrangements

Goal: Educators and staff members are respectful and ethical

Strategies: Staff share good practice through effective personal reflection and follow up from T&D.

Outcomes: Staff reflecting, used ALE RRR, learning from one another, shared new learning, increased collaboration, resulting in improved practice and improved outcomes for children.

Recommendations: Focus on reflective practice in 2018 using RRR.

QA5: Relationships with children

Goal: Children supported to build sensitive, respectful relationships with children and staff.

Strategies: Staff use Marte Meo practices & 5-point scale, A&B choices to support children's social and emotional development. Staff aim to really understand each child.

Outcomes: ILPs developed for all children, data re 5 point scale collected for some children & shared with families & used at home.

Recommendations: Continue embedding 5 point scale & Marte Meo approach across all programs. Focus on deeper understanding of individuals.

QA6: Partnerships Families & Community

Goal: Families feel sense of belonging through inclusion & involvement 2. Develop shared understanding of reconciliation.

Strategies: 1. Promote families to be involved in KPCC. 2. Implement Reconciliation Plan.

Outcomes: New programs eg Kid's Cafe - linking parents, great representation of whole centre on Governing Council. 2.

KPCC had increased engagement with Aboriginal families and services eg PLAHS, celebrations eg Sorry Day walk, KPCC

Cultural week. Recommendations: -

QA7: Leadership

Goal: Revise staff induction book Strategies: Book updated and distributed

Outcomes: All staff have understanding of philosophy & priorities to work collaboratively for best outcomes

Recommendations: 1. 2018 Staff to sign off that they have read updated version 2. Make condensed version for volunteers.



Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2015	78	76	75	79
2016	58	65	63	61
2017	61	64	60	61

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

KPCC has a capacity of 66 enrolments including 6 in the IPP. In total there has been 64 children enrolled in 2017. 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 to commence Foundation at St Joseph's; one child moved to another preschool in Term 3 due to transport issues, and another family moved intrastate in Term 4 for family employment. 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 chose to enrol in the preschool. There has been an increase in the number of Aboriginal children enrolments, with 5 four year olds and 14 three year olds enrolled in term 4, 2017, many of whom have attended Nunga playgroup and Occasional Care.

Attendance

Year	Term 1	Term 2	Term 3	Term 4
2015 Centre	90.4%	85.8%	80.6%	87.4%
2016 Centre	88.1%	82.8%	85.3%	71.2%
2017 Centre	79.9%	69.9%	70.1%	
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

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. 2017 attendance was significantly lower than 2015 and 2016 with terms 2 and 3 being very low. Our records indicate that Term 4 attendance was 75.9%. Attendance from a number of children (in particular the 3 year olds) was extremely low - due to injury, sickness, expecting another child, funerals and family reasons. During pre-entry visits for the 2017 intake 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. A week of non-attendance is followed up by KPCC staff by phone or home visits, if appropriate. The Aboriginal Early Links Educator home visits families when the child has not attended.

Destination Schools

Feeder Schools (Site number - Name)	2015	2016	2017
0128 - Elliston Area School	0.0%	1.8%	0.0%
0141 - Gawler Primary School	0.0%	0.0%	2.3%
0899 - Kirton Point Primary School	16.9%	29.1%	30.2%
1158 - Lincoln Gardens Primary School	4.2%	5.5%	2.3%
1277 - Port Lincoln Junior Primary School	32.4%	41.8%	48.8%
1801 - Port Lincoln Special School	0.0%	3.6%	0.0%
8333 - St Joseph's School - Port Lincoln	21.1%	12.7%	4.7%
8425 - Navigator College	25.4%	5.5%	11.6%
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

This information does not reflect what actually occurred.

In 2017 50 children from KPCC moved to 5 different schools. The increase in numbers moving to the Port Lincoln government schools has continued, in particular to Kirton Point Primary School with 19 enrolments (38%) (compared with 16.9% in 2015).

The Port Lincoln Junior Primary had 21 enrolments (42%); 1 child to Gawler (2%), 0 children went to Lincoln Gardens. 2 children transitioned to St Joseph's in Term 3, and 4 children (12%) and Navigator College 4 children (12%). Children moving to the non government schools in 2017 was 20% compared to 46.5% in 2015 (a decrease of 26.5%).

Client Opinion Summary

This year we redesigned the survey to be more parent friendly and related it to KPCC's priorities. We were thrilled that 68 surveys were completed (compared to 30 in 2016). Of these 54% attended preschool, 31% occasional care, & 75 respondents attended community programs.

100% of clients strongly agreed/agreed that KPCC services - made them feel welcomed; felt a sense of belonging; show respect for the environment and promotes sustainability; children are encouraged to learn and are supported to develop confidence to succeed; parents feel comfortable approaching staff; are happy with how the centre is run; staff interact respectfully; cultures are included and respected, & children's rights are promoted.

Text messaging is the most useful way of receiving information, however families still value newsletters, facebook, discussions, floor books, displays and family nights. Parents are accessing information in many ways with the majority naming conversations with staff as being the most popular, closely followed by text messages, newsletters and facebook. Parents listed the benefits of attending KPCC, with the most prevalent comments related to learning 26%; socialisation for children and parents 21%; friendliness of staff 15%, programs 12%; the fun /great outdoor nature environment 9%.

Areas for development: A small number of families felt 'staff did not build relationships with their child and family to better understand how their child learns', wanted more information about 'what was happening at the centre', and information 'shared about their child's learning and development'. In 2018 we will focus on alignment to endeavour that all families are comfortable to approach any staff member regarding their child's progress. It was also requested that we 'embrace technology more' to communicate with families eg using apps to send information to families.

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	-
2	Grants: Commonwealth	\$ 115260
3	Parent Contributions	\$ 22353.41
4	Other	-

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	Funding supported educators to purchase resources to support children's opportunities to experience literacy and numeracy in both indoor and outdoor learning environments. Educators hosted/participated in a Port Lincoln Partnership Early Years Professional Learning Community which focussed on use of the indicators. An educator attended training, another educator observed at another site, and educators worked one-on-one with identified children.	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, Time to Shine, Song-Time, many Playgroups, Baby Massage, and toileting and first aid 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. 56.9% (33) of children at KPCC received preschool during 2017, an average of 35 hours/term for 25 children, to support speech, language, behaviour and socialisation skills, supported by developed programs for some. The 5-point-scale was also used to support children.	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	We did not have any children in 2017 who were bilingual and therefore it was not applicable to seek bilingual support funding.	

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