



Lobethal Community Kindergarten 2016 Annual Report to the Community



Government
of South Australia
Department for Education
and Child Development

Lobethal Community Kindergarten Preschool Number: 4630

Partnership: Torrens Valley

Name of Preschool Director:

Leeanne Munn

Name of Governing Council Chair:

Hilary Abel

Date of Endorsement:

23/1/2017

Context and Highlights

2016 was a year of incredible growth and change at Lobethal Kindergarten.

With an anomaly in our enrolment numbers (33), we temporarily reverted to a part time centre for the year, only having one group and operating two days one week, three the next. This change enabled us to deliver our 15 hours per week and also to cater for the needs of our community by offering a 'once-off' transition program to children starting kindy in 2017.

This was hugely successful and was a win/win situation. We had all vacancies taken and waiting lists for younger children. Additional staff were hired to cope with the demand. Our communities needs had been met when it came to offering ongoing consistent transition options

Our Nature-Connect Bush kindy program was delivered in terms two and three at Bushland park. We had over 70 visitors and volunteers inducted to help deliver this exciting program. We worked with other agencies, experts, departments and sectors to support and lead the learning around nature pedagogy and play based learning. After consulting with our families and children, it was decided that we would spend 20 days out of 50 offered at bush kindy. We weathered challenging conditions successfully.

Our staff focus was on providing intellectual stretch, developing dispositions and executive functions. This led our learning and inquiries in Numeracy "How can we create highly skilled and curious noticers?" and our Involvement inquiry using the RRR resource, comparing children's involvement levels in bush kindy environments vs. regular kindy. The results of these two research inquiries enacted a positive change in practice for educators and supported our quest for continual improvement.

Another focus for us was around 'Making Learning Visible'. We shared our learning journey with our families through three different information sessions and workshops, created closed, secure Facebook groups that were accessed by parents and educators on a daily basis, as well as being selected as the only early years Lead Learning STEM site.

We have also shared our learning to others via video, conferences and most recently asked to be a case study for best practice in Niki Buchan's new book.

We held a range of extremely successful fundraising activities that not only helped us raise much needed funds but helped strengthen our connections to our wonderful community. The total of funds raised was \$14,600 with our major fund-raiser, Red, Roast and Rhythms raising around \$11,000!

Report from the Governing Council

2016 was another fun filled and exciting year for our Kindergarten. It was successful on many levels - mostly once again thanks to the passionate, vibrant and dedicated staff who went above and beyond on every level to make sure the children of Lobethal Kindergarten got the most out of their kindy experience.

2016 was the first year that due to small numbers, there was one group of students attending rather than two. This opportunity allowed the kindy to offer the local community a transition program called Pre-Kindy Connect. This was hugely popular and all spots were taken each week, which was a fantastic effort by all involved. .

Our nature-connect 'bush' Kindy was a highlight for children and families as this brave and exciting program pushed the boundaries of teaching, learning and tested the limits of both teachers and students with astounding results. The interest in this program has pricked up the ears of kindergartens and early learning facilities, locally, nationally & internationally and we are so privileged to have this world-renowned program, right on our doorstep and our children really are blessed to be part of this amazing this education facility. Lobethal Community Kindergarten was recognised in 2016 as a site of best practice. DECD will use the kindy's learning as a resource to offer learning opportunities to other sites moving forward with nature play and STEM. What a honour!

In 2016 we undertook the following activities: Bunnings BBQ, bulb drive, Election day bake stall, community raffle and our biggest money raiser Red, Roast & Rhythms night at Barristers Block. The funds raised by GC has allowed the kindy to construct a new retaining wall at the rear of the kindy, erect a new fence along the park boundary, install plumbing to the mud kitchen and plans to erect a vertical garden. A great year of connecting, learning and growing together.

Quality Improvement Planning

QA1:1.1.1: Curriculum decision making is based on the needs of each individual learner/ 5.1.2

Progress and recommendations (P/Rs):

- Every Child, Every day (ECED) data-(staff interactions/involvement and observations) process established early in term 1. This process enabled us to ensure that every child was at the centre of our thinking and planning cycle. Data collected enabled us to provide intervention/stretch strategies and hone in on our relationship with each child. It also provided opportunities for us to use a range of data sets to build a comprehensive picture of the child and have a deeper holistic understanding of them as a learner. 2017: We will continue to use the ECED process to inform planning and learning and work on developing a clear process to make clear links with our planning cycle.

1.1.4: To make learning visible to all members of our learning community. P/Rs:

- Staff created a staff Learning journey book to help us document and track our learning journey. We value documentation with our children and wanted to do the same with our own learning journey. We established this early in term one and it truly has been extremely beneficial. It has enabled us to reflect on our work over the last few years and helped us to see our continuous improvement journey. This has been a great document to share with families and other educators.

- The table of learning was a strategy created to allow children and educators to share their learning at the end of each day. Although it worked well at regular kindy, it certainly wasn't an embedded part of our day. At bush kindy, we rarely made it back to base camp in time to set up such a table, instead sharing our learning through technologies and learning stories. The development of our 'Table of learning' will be an ongoing focus for 2017.

QA2:2.2.1: Healthy eating and physical activity are promoted. P/Rs:

- Communication via Facebook page, newsletter, information articles, created displays, conducted rubbish/nude food audit, play experiences, healthy cooking. Persona Puppets (Gen the gentle giraffe, Crunch Munch the healthy croc and Albert the active ape) all went home to each family and shared with group.

- Continue this focus with a new cohort of children in 2017

2.3.1: Children are adequately supervised at all times. P/Rs:

- Staff created a supervision policy which was ratified at GC

- Supervision procedures have also been created

- 2017: Review policy and procedures annually and as part of risk ass. processes

QA3 3.1.1: Provide a safe nappy change area. P/Rs:

- No development on nappy change area plans.

- Staff created a nappy and stand up nappy change procedure

- Continue to advocate for upgrade in facilities.

3.2.1: Embedded sustainable practices are a part of our philosophy and culture. P/R's:

- Policy created with staff team and ratified at GC

- Philosophy statement reflects our practice and values

- Sustainable practices promoted through our program via nature play and bush kindy experiences.

- Water plumbing from rainwater tank to mud kitchen

- Recycle centre indoor and out revamped

- 2017 focus: continue plans to construct and create a vertical garden at the rear of the kindy.

QA4:4.2.1/2: Staff work collaboratively with other educators

- Staff attended and led range of PLC's incl. Lobethal Powerful learners, Results plus numeracy inquiry, Play based PLC work with the DECD LID team

QA6:6.1.1: Provide 2017 children with a transition program. P/R's:

- Pre-Kindy Connect program established I term 1. After fully booked out sessions, additional staff were employed to cover demand. Exceptional response from families

- 2017: Look into options for further transitional opportunities for 2018 kindy children.

QA7:7.2.1: Philosophy reviewed with families

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2014	42	46	46	45
2015	56	55	55	53
2016	30	30	33	

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

Our 2016 enrolments were significantly lower than in previous years. Although we have tried to explore why this was the case, we have not come up with answers. It seems as though it purely is an anomaly in numbers. This reduction saw us reduce our staffing and become a part time centre, operating 3 days per week, rather than full time as in previous years. We did have to operate at our centre capacity of 33.

Future enrolments do not follow this pattern and indicate significant growth in the next few years

Attendance

Year	Term 1	Term 2	Term 3	Term 4
2014 Centre	90.5%	91.3%	95.7%	95.6%
2015 Centre	98.2%	98.2%	98.2%	96.2%
2016 Centre	96.7%	96.7%	97.0%	
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 levels were excellent and sat above the state average. Our term 3 attendance rate sat at 11% over the state average, which is impressive given the cold, wet winter we experience. We can see the links when looking at our children's attendance percentages for children attending our 'Bush Kindy' program in terms 2 and 3 since the inception of this program in 2015, our attendances during the colder months has definitely increased.

Destination Schools

Feeder Schools (Site number - Name)	2014	2015	2016
0136 - Lenswood Primary School	18.6%	8.2%	14.7%
0227 - Lobethal Primary School	41.9%	53.1%	41.2%
0495 - Woodside Primary School	7.0%	0.0%	8.8%
0547 - Birdwood Primary School	7.0%	16.3%	11.8%
8007 - The Hills Christian Comm Sch -Verdun	2.3%	2.0%	2.9%
8420 - St Mark's Lutheran Primary School	2.3%	0.0%	0.0%
9100 - Lobethal Lutheran School	14.0%	14.3%	17.7%
9104 - Spring Head Trinity Lutheran PS	7.0%	6.1%	2.9%
Total	100%	100%	100%

Destination Schools Comment

Lobethal PS remains as our main feeder school. Even with a decline from 2015, it is still holding around 40% of the total enrolments. Looking across the three years, this has levelled out, showing an emerging pattern of sitting around the low 40% mark

Woodside PS increased enrolments in 2016 from 0% to 8.8%, which equates to 2 children

Lenswood PS also had a significant increase of 6.6% from 2015.

Spring Head Trinity Lutheran had a decline in 2016, dropping from 6.1% to 2.9%

All other schools remained steady with minimal changes

These changes to % of feeder schools enable us the opportunity to establish and maintain effective transition programs

Client Opinion Summary

In 2016 we sought parent feedback through a Family Reflections Survey for kindergarten families and a Pre-Kindy-Connect survey for those families with children accessing our transition program. We had a 100% response rate thanks to diligent families and excellent processes to support survey returns. Each survey has child's voice included, asking them to reflect on elements of the program they would like to share. We feel this fits in with our philosophy and makes the survey far more powerful and meaningful for all stakeholders.

The survey asked a range of questions around service delivery, communication and making learning visible. The kindy survey also had a specific section around Bush Kindy. These responses are vital for us to reflect on what worked and areas for improvement. We have been so impressed with the feedback responses and they have certainly given us some food for thought when planning for 2017.

100% (33 out of 33 families) rated 'Strongly agree' to being well informed about the nature connect program.

100% also rated the quality of the learning program as 'Excellent'.

100% rated 'Strongly agree' to stating that the info handbook provided all of the information required.

91% (30 out of 33 families) rated 'strongly agree' to Newsletter and reminder slips being an effective communication tool.

100% of families rated Facebook as the most effective and preferred way of receiving information and being informed about their child as a learner.

"Facebook all the way! I love the instant sharing of Facebook photos and the learning explanations were great" Jess

"Facebook was my favourite form of communication. I loved going on my lunch break at work and being able to check in on the day" Liz

We also received suggestions from families around having a Bush Kindy Family Day and increased newsletter frequency. These are great considerations for 2017

DECD Relevant History Screening

All members of Governing Council have a DCSI Relevant History Screening or other accepted screener. The fact that we had many repeat members of Governing Council made this process much easier.

We used the online process, which from a leader's perspective is far easier than the hard copy process. The increased screening times made it easier to monitor approvals.

We also offered the screening process to parents who wanted to be involved in the kindergarten program.

Currently all our staff, cleaner, gardener/s, w.e.students and ongoing volunteers have appropriate screening.

Financial Statement

	Funding Source	Amount
1	Grants: State	
2	Grants: Commonwealth	
3	Parent Contributions	\$19,165.00
4	Other	580.00

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	In 2016 we continued our Early Childhood Leaders work in our partnership. We built on the work of previous years in our Results Plus Inquiry group. We focussed on the 4 expectations of the R+ initiative as well as exploring and familiarising ourselves with the Literacy and Numeracy Indicators. Our focus this year was to deepen our understanding around the Numeracy indicators. We used funding to work with a mathematics consultant, Lisa Jane O'Connor. We had 4 sessions with her and conducted our own site inquiry around the following question... "How can we develop highly skilled and curious noticers?"	Increased understanding of Numeracy Indicators Staff reflections and analysis on optimal conditions to support children to become highly skilled noticers
Improved ECD and Parenting Outcomes (Children's Centres only)	We had 18% of children access Preschool Support Program in 2016. These children had a range of support provided to them to help them successfully access the program and assist them to communicate effectively. Preschool support workers, Nicole Wood and Mel Randall did an exceptional job in working with support service and teaching staff to plan, implement and reflect on specific intervention plans and learning goals.	Increased communication skills Greater levels of wellbeing Children being able to fully access the kindergarten program
Improved outcomes for children with disabilities	N/A	N/A
Improved outcomes for children with additional language or dialect	N/A	N/A

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