



# Lobethal Community Kindergarten 2017 Annual Report to the Community



Lobethal Community Kindergarten Preschool Number: 4630

Partnership: Torrens Valley

**Name of Preschool Director:**

Lee Munn

**Name of Governing Council Chair:**

Jacci Parsons/Kel Boyle

**Date of Endorsement:**

22nd February 2018

## Context and Highlights

2017 was an amazing year of growth and learning! Lobethal Kindergarten hit new dizzying highs in 2017 and continued to lead the way with nature-based learning experiences. It started off in the right direction in regards to human resourcing. Our staffing puzzle was finalised with the addition of Kerry Harten as our 0.5 permanent teacher. She was the perfect fit- we are now complete!

We ran our 15 hours of kindergarten in a different format to the past, opting to listen to our community and hold additional sessions on alternate Fridays each fortnight. Our 2017 kindy model was as follows: 8.30 am-3.15pm twice a week in either the Frogs group (Mon/Tues) or The Bugs group (Wed/Thurs) and a Friday session per group once a month. Our attendances, particularly on Fridays indicated that we made the correct decision to suit the needs of our community. We used our Fridays to go on a whole kindy excursion each term with incredible parent support and participation.

Our experiences are as follows:

- \* Term 1 Normanville Beach/Lady Bay
- \* Term 2 Adelaide Museum & Botanic Gardens
- \* Term 3 Monarto Zoo (plus Bugs- Kinderym- mini excursion)
- \* Term 4 Central Market & Morialta playground. (plus Frogs- Normanville with Lob P.S R/1 class- mini excursion)

All excursions ran beautifully, were exceptionally well attended and had around 30 parent helpers at each one, helping to make our adult to child ratios around 1:1 or 1:2.

In March 2017, Teaching staff presented at the National Nature Pedagogy conference in Victoria. Our entire staff team attended the conference and we spent the weekend away working on our self-review and QIP creation.

In term 1, we were assessed against the NQS and received the exceptional result of an EXCEEDING RATING in all 7 Quality Areas and 18 standards, giving us an overall Exceeding Rating.

Our 2017 Bush Kindy program was a huge success. We accessed Bushland Park on 28 days across terms 2/3. We had over 50 parents and visitors come and help us facilitate our program. We also set up our Lobethal Kindy Nature Nurturers Project.

We were selected as one of only 7 sites across SA to implement the DECD STEM Lead Learning strategy in 2017-2018. We designed and delivered a range of professional learning experiences and presented at two state-wide expos. We received a \$60,000 grant to resource this project.

We held our major fundraiser, Red, Roast and Rhythms in October and raised a phenomenal total of \$15,810.95



## Report from the Governing Council

The Lobethal Community Kindergarten Governing Council of 2017 were a small but dedicated and enthusiastic team of kindy parents. With our hardworking staff team, the GC contributed to governance and support of the kindy through multiple fundraising efforts, providing the required approvals for kindy improvements and staff development, and other help when required.

Our major fundraiser for the year was our "Red, Roast and Rhythms" night held in October. Preparations for the night included sourcing donations for prizes, organising catering, drinks, equipment and entertainment, prize collating and wrapping, transporting the prizes and auction items, setting up and decorating the venue, shopping for supplies, picking up lights and fridges, baking desserts...the list goes on. The night was an incredible success, with a good time had by all and an amazing \$15810.95 raised for our kindy. The GC and staff all worked very hard to make this event the triumph it was, and I wish to thank each and every one of you who helped out for your valuable contributions.

Other fundraising included a sausage sizzle at Bunnings, helping out Rotary in exchange for a donation, the Community Lottery and a Thermomix lottery. Overall we had a hugely successful year raising over \$18 000 for the kindy.

In April 2017, after much anticipation, the kindy was measured against the National Quality Standard (NQS) through the ACECQA. The kindy was rated 'Exceeding NQS' on each of the seven key quality areas, resulting in an overall EXCEEDING NQS rating. Naturally, the whole kindy community were thrilled with this result, although unsurprised: it only confirmed what we already knew. Our warmest congratulations to our staff on your rating. This is a fitting reflection of the dedication, skill and care that you bring to our children every single day, and we are so grateful and extremely proud of you all.

## Quality Improvement Planning

Our 2017 QIP was created based on our extensive self review process.

The improvement areas sit below our major focus of 'Providing a quality learning environment that promotes the development of intellectual stretch and learning dispositions'.

QA 1.1.6 Each child's agency is promoted: We reviewed and changed our programming processes to include our Floor-book as a tool for capturing child's voice in our program through planning, implementation and reflection. Staff monitored the involvement of all children, collected daily data and responded to ensure all children had access to the program and felt they had the power to effect how our program operates. We purchased multiple iPads, used Go-pros and cameras to allow children to document, plan and reflect on their learning at kindy.

QA 1.1.4 Make Learning Visible: We continued this focus from previous years, adding the use of our 'Table of Learning' as platform for children and educators to share learning experiences, along with annotated daily Facebook posts.

QA 1.2.1 Create an Assessment and Reporting schedule: Staff created the following schedule after reviewing and refining current practices: T1 Belonging statement, T2: ILP creation and ILP Review, T3: Transition to School Statement (with Parents), T4 Statement of Learning and LJ Books.

QA 2.2.1 Healthy eating practices promoted: Focus on healthy food choices through Facebook posts, newsletters and displays. Data collected showed positive growth towards healthy lunch box choices as the year progressed.

QA 2.1.2 Effective Relaxation Practices: We undertook an inquiry into our current relaxation practices and how well they met the needs of our learners across groups. We reconfigured furniture and our timetable, created resting spaces, purchased new resources, utilised the iMac as a tool to present children with digital story books.

QA 3.1.1 Effective Nappy Change area: There has not been any progress towards this. We will continue to risk assess as required. Upgrade Facilities: We conducted an audit on current work spaces and reviewed findings. As a result, we converted our support room into a new office space and refit cupboards with new shelving to help with storage.

Recommendations: Upgrade outdoor storage- new shedding in 2018

QA 3.3.2: Create greener spaces: We consulted with a designer and together designed and created a beautiful vertical garden space on our unsightly back wall using funds saved from previous years fundraising efforts. We made this a community event by re purposing old timber apple crates from local growers to create the wall. We used native, bird and butterfly attracting plants in the garden beds.

QA 4.2.1 Design and Lead PD through STEM LL project: We have designed a range of PD opportunities for participants and presented at 2 state-wide STEM expos. We created a range of videos and resources for use & plan to create online platforms to share our work. Recommendations: As we enter the 2nd year of this project, we will hold intense on-site bush kindy study tours for interested participants in 2018. We also plan to do a STEM road trip across SA.

QA 6.2.2 Update parent library & hold parent workshops: After consultation, we purchased a wide range of new parent resources. We held two parent info. workshops and held a term-long parenting course in term 4. We aim to continue this and introduce the 'bookmark' borrowing system in 2018.

6.3.4: Lobethal Kindy Nature Nurturers Project: We consulted with a range of local service and community groups to create a group that will lead our nature based learning around conservation. We will continue this important work in 2018.

7.2.1:Philosophy in action: We created a Philosophy in action book and parent display and plan to create a video for our families in 2018.

## Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2015	56	55	55	53
2016	30	30	33	33
2017	50	52	53	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

2017 saw the return of enrolment numbers to 2015 levels and near historic highs.  
Enrolment numbers year on year increased by 39.1%  
Term three enrolment of 53 was highest enrolment term with numbers approaching capacity.  
The three year average for enrolment is now at 46 students per term, last year this was at 42, reflecting a three year average increase of 8.6%.

## Attendance

Year	Term 1	Term 2	Term 3	Term 4
2015 Centre	99.5%	98.2%	98.2%	96.7%
2016 Centre	100.0%	97.3%	95.6%	97.0%
2017 Centre	99.4%	96.2%	98.7%	
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 attendance percentage for students attending the kindergarten in 2017 (1st three terms) was 98.1%, compared to a statewide attendance percentage of 88.7%. This represents a higher attendance record than the rest of the state of nearly 10 percent.

2017 was extremely similar to both 2015 (98.1%) and 2016 (97.7%) in exceptionally high attendance percentages.  
The three year average for the Kindergarten attendance percentage is at 98.0% compared to the tree year statewide average of 89.1%.

The 2017 attendance percentage increased at the kindergarten compared to 2016, despite the kindergarten attendance numbers increasing by 39.1% from an average of 31.5 students to 51.75 children.

## Destination Schools

Feeder Schools (Site number - Name)	2015	2016	2017
0136 - Lenswood Primary School	8.2%	14.7%	18.0%
0162 - Gumeracha Primary School	0.0%	0.0%	2.0%
0204 - Kersbrook Primary School	0.0%	0.0%	2.0%
0227 - Lobethal Primary School	53.1%	41.2%	46.0%
0327 - Paracombe Primary School	0.0%	0.0%	2.0%
0495 - Woodside Primary School	0.0%	8.8%	2.0%
0547 - Birdwood Primary School	16.3%	11.8%	12.0%
8007 - The Hills Christian Comm Sch -Verdun	2.0%	2.9%	0.0%
9046 - St Francis de Sales College	0.0%	0.0%	2.0%
9100 - Lobethal Lutheran School	14.3%	17.7%	10.0%
9104 - Unity College Spring Head	6.1%	2.9%	4.0%
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

Lobethal Primary school continues to be the primary destination school for students at the Kindergarten - three year average of 46.7%.

Public schools received 84% of students in 2017, compared to 76.5% in 2016 and 77.6% in 2015.

Public school enrolment percentages have increased during the three year period by 7 percent and the 2017 percentage of 84% is the highest recored in the past twelve years.

Lenswood Primary school enrolments have increased from 8.2% to 18.0% during the three year period, Birdwood Primary School from 16.3% to 12.0% and Lobethal Lutheran School from 14.3% to 10.0%

## Client Opinion Summary

We sent home our parent opinion survey to all families, this time choosing to use the standard DECD survey format. Previously, we have sent home a site created specific survey, but this year we chose to see the response with the paper version of the DECD formatted survey. We received 17 responses in time to be included in the surveys collation. After the cut off, we received another 8. Unfortunately, their scores and comments weren't included in the report. Although we received a fair response, we had an almost 100% return rate in previous years, so we think we may go back to providing families with the site specific surveys in future years.

Here are some of the comments received from the surveys:

"The teachers know my child well and strive to cater to individual needs with small changes and extra assistance where needed."

"As parents, we could not be happier with the learning environments on offer, nor the teaching staff. They go above and beyond and know and understand each child and how best to help them learn and gain confidence. There is no area that could be improved upon, we also could not be happier that this kindy offers bush kindy - a most wonderful and rich learning platform which has seen our daughter soar!"

"The kindy and teachers have exceeded any expectations I could ever have for my child to learn and grow in a safe, fun educational and interesting environment. There is no aspect that I'm not 100% happy with."

"The teachers at Lobethal kindy go above and beyond to learn the strengths of every child and coordinate learning accordingly. I could not be happier with this kindy!"

"Couldn't ask for anyone better!"

"I believe all teachers have an enthusiastic and willing attitude to ensure the children receive the best education possible"  
"Outstanding teaching and learning"

"My child always feels comfortable and confident with all the teachers"

## DECD Relevant History Screening

In 2017 we had all Governing Council members, employees and volunteers screened using the new online DCSI process. We have created a process that ensures that every Governing Council member understands the requirement to have a DCSI screening. We make this expectation clear prior to nominations at our AGM and add it to our first meeting agenda. All staff undertake the DCSI screening process prior to being cleared for employment. We use our own register and the HR management system to ensure that clearances are submitted in a timely manner, long before expiry and due dates are reached.

## Financial Statement

	Funding Source	Amount
1	Grants: State	\$367,298.06
2	Grants: Commonwealth	
3	Parent Contributions	\$31,910
4	Other	\$60,000

## 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	Staff attended STEM PD to build educator capacity to deliver our program and STEM LL with a focus on assessment and reporting using DECD literacy and numeracy indicators. Early intervention strategies to support oral language development, and the development of gross and fine motor skills. Quality resources were purchased to build educator capacity and share with our parent community.	Outcomes achieved in relation to building capacity and exploring initial, data collection methods. Further exploration and capacity building will be an ongoing focus for us
Improved ECD and Parenting Outcomes (Children's Centres only)	After a R+ closure day, staff used the PASM oral language assessment screener to collect baseline data on our learners. A combination of data sets was then used to create small group experiences to offer differentiated learning based on support and stretch.	
Improved outcomes for children with disabilities	Preschool support funding was used to support children with Speech and Language difficulties, OT, learning difficulties, hearing and behaviour/emotional regulation. We used site funds to top up the support funding received as there was a big gap between funding available and the complex needs of our children. Out of our 53 enrolments, we had identified over 40% children needing to access additional support to successfully access our program. Out of the 21 identified, 13 received PSS funding.	Whole site intervention processes have been developed and worked extremely well. Programs to support identified children were effective when resourcing was available
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.