



Lobethal Community Kindergarten 2018 annual report to the community



Government
of South Australia
Department for Education

Lobethal Community Kindergarten number: 4630

Partnership: Torrens Valley

Name of preschool director:

Name of preschool management committee chair:

Date of endorsement:

Lee Munn

Cath McEwen

21st February 2019

Context and highlights

2018 was a year of immense challenge and reward. We started the year with two groups of children- 'Frogs' on Mondays and Tuesdays and 'Bugs' on Wednesdays and Thursdays. We had a relatively even spread of children across both groups which allowed for us to staff and resource each group based on the context and needs of each cohort of children. We enjoyed many amazing learning experiences over the year, mainly resulting from child led learning opportunities and children's interests.

We held a range of parent workshops across the year and set up our own parent You Tube channel called 'Kindy Conversations'. These episodes enabled us to increase our connections with parents, share vital programming, educational and operational information and make information more accessible to those parents who couldn't access information sessions.

We also held a Key Word signing workshop in term 1, facilitated by Key Word SA which was attended by 30 parents, staff and community members. We held a workshop titled 'Leaving the Nest' where we shared important information around transitions, self-regulation and stress, based on the work of Dr. Stuart Shanker.

Our excursions were a highlight and a platform for deep learning and building connections with place and our wider community. Once again, we enjoyed incredible parent participation with around 30-40 parents attending excursions, making our ratios 1;1. We also noted that we had more dads and grandparents attend excursions than ever before. We feel so fortunate to have the opportunity to offer such high quality and highly valued learning experiences in our kindy community.

Excursions and experiences:

Term 1:

- Normanville Beach
- Queen's Baton Relay
- School visits, local businesses and Restvale

Terms 2 and 3:

- Bush Kindy program- Bushland park

Term 3:

- Forest kindy at Mt Crawford forest
- Adelaide Zoo- staff attended ECA conference in Sydney

Term 4:

- Central Market, Morialta playground
- Dancify
- School visits, local businesses and Restvale
- End of year concerts

Bush kindy program ran across 24 days and was once again the highlight of our year as it provided authentic opportunities for us to connect with ourselves, each other and the land. We enjoyed incredible parent and family involvement.

Report from the preschool management committee

Reflecting on the achievements of Lobethal Kindergarten is a privilege. United, this team of women are a powerhouse in the Early Years sector and, on behalf of the Governing Council, I'd like to thank you for the enormous amount of time and energy you give our children and wider community.

2018 has been action-packed and filled with exciting opportunities, but it's also seen the Kindy's learning spaces transform, with new furniture and resources, the art centre, concertina blinds, STEM wall for outside, and the Nest chair to support the interoception program.

As always, Lobethal Kindergarten maintained the day-to-day requirements of providing an enriching service to our wider community which involved: regular kindy on site alongside bush kindy off site in Terms 2 and 3, multiple excursions throughout the year, a massive fundraiser and community event as well as many smaller fundraisers, the end of year concert, our children's statements of learning for the next chapter, and then of course, the transition and orientation visits to schools. They've supported families through parent/teacher sharing meetings, their assessment and reporting schedule for each child, communication via Facebook, newsletters, personal contact, reminders and program information, all alongside the learning journey books; a bulging and delightful reflection of the curriculum, which our children and families cherish.

However, typically in "growth mindset", the Lobethal Kindy team have welcomed further challenges in 2018. The year began with the continuation of the Department's "STEM Lead Learning Project" which involved tailored mentoring and coaching to other Early Years Educators across the state, and saw them present across the country several times throughout the year.

They finished the year with the site receiving the prestigious excellent rating from ACECQA.

Quality improvement planning

Our most significant achievement for 2018 was applying for, and receiving the EXCELLENT rating from ACECQA in December. This was a result of the entire staff team and community contributing to our application over three terms. This rating exemplifies our embedded reflective practices and continuous self-improvement focus and our willingness to share our work across the state and nation to improve outcomes for all learners. The major focus area of our application and rating award was based on our work on child's agency and our community connections, which we are so passionate about.

Our improvement journey began with our staff team reviewing our QIP at a weekend away. This review was the basis of our 2018 QIP. We worked with consultant, Catharine Hydon in May to help us sharpen our focus and support us on our journey to excellent. Below is a brief summary of our QIP achievements in 2018.

1: Inclusive and Responsive to the needs of our children and community

Develop cultural partnerships with families 1.1.1, 1.1.2, 6.1.1, 6.1.2: Increased family involvement in our program after a range of invitations for families to share their culture, skills. Work with families to develop a connection with local indigenous people and build connections with people and organisations across the state.

Upgrade facilities to support inclusion 3.1.1, 3.2.1, 5.1.2: New concertina doors installed to partition areas of the kindy off to provide calm, safe places at pick up times and for small group work. A 'nest' area created to support our interoception program.

Parenting support 6.1.3: Offered a range of workshops and YouTube episodes (see highlights) and purchased books and resources for our parent library

Learning Environments 1.1.3, 5.2.1, 5.2.2:

Info sharing to support transitions: Every parent participated in info sharing process to create a transition document for schools at the commencement of transition. Learner profiles for TRTs a focus in 2019

2: Develop powerful literacy learners

Site based oral lang inquiry 1.1.2, 4.2.: Staff engaged in Enriching Literacy modules and conducted our own site inquiry into oral lang. We introduced the mystery box, talking tub and picture of the week.

Increase home borrowing 6.1.3: Purchased Bookmark borrowing system and saw borrowing increase by 70%.

Recommendations for 2019 to commence promotion from day 1 of kindy year,

3: Critical reflections inform literacy learning 1.3.1, 1.3.2: ECED processes used to inform individual child and cohort planning. Reflective process tweaked to be more focussed on learning

Nature pedagogy to stretch, challenge and support:

STEM LL program 4.2.1: Facilitated STEM LL program to over 200 educators. Over 100 educators visited bush kindy and intensive work done with our 3 project sites. Visited Leigh Creek and Lucindale as a critical friend. Statewide STEM conference planned in 2019

Nature Nurturers project 3.2.3, 6.2.3: Worked with stakeholders but didn't meet together in person. Meetings planned for 2019

Build artefacts and resources 3.2.2: A range of STEM resources created for participants. Excellent application and appendices, videos still in production.

4: Making Learning Visible:

Website rebuild 1.3.3, 6.1.1, 6.1.3: Did not achieve due to time constraints. Focus for 2019

Community Connections 1.3.3, 6.1.1, 6.1.3: YouTube episodes, Facebook, Instagram, Conferences (ECTA and SA).

'Going global' a focus for 2019

Linking philosophy with learning 7.1.1: creation of 'disposition hands' used in assessments/learning stories, Philosophy in action video in progress

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
2018	52	55	55	55

NOTE: The data is based on person counts in the two week reference period each term. Excludes pre-entry.
Source: Preschool data collection, Data Reporting and Analytics directorate.

Enrolment comment

2018 saw our enrolments climb close to our centre's capacity.

There was a slight variation in enrolments as families moved in and out of the area.

- The 2018 enrolment average of 54.25 is higher than four year average of enrolments of 48.1 students.
- 2018 enrolment rate is the second highest of four year period 2015-2018 (2015 enrolment average of 54.75)
- 2018 term four enrolment of 55 is highest term four enrolment in the four year period 2015-2018.

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%	97.9%
2018 centre	100.0%	100.0%		
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%	87.7%
2018 state	90.8%	88.7%		

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

Our attendance data for 2018 is as high as it can possibly be with 100% of children attending kindy during the data collection period. This sits 9.2% above the state average in term 1 and 11.3% in term 2. We feel this figure represents the high value parents place on regularly attending our kindergarten program. After analysing last years attendance data, we have been intentional in our desire to constantly promote the value of regular attendance at kindergarten. We have done this through a wide range of connection and engagement points through social media forums, publications and conversations.

Destination schools

Feeder Schools (Site number - Name)	2016	2017	2018
0136 - Lenswood Primary School	14.0%	18.0%	13.0%
0162 - Gumeracha Primary School	0.0%	2.0%	0.0%
0204 - Kersbrook Primary School	0.0%	2.0%	0.0%
0227 - Lobethal Primary School	41.0%	46.0%	41.0%
0316 - Norton Summit Primary School	0.0%	0.0%	1.0%
0327 - Paracombe Primary School	0.0%	2.0%	0.0%
0495 - Woodside Primary School	8.0%	2.0%	5.0%
0547 - Birdwood Primary School	11.0%	12.0%	9.0%
8007 - The Hills Christian Comm Sch -Verdun	2.0%	0.0%	3.0%
9046 - St Francis de Sales College	0.0%	2.0%	0.0%
9100 - Lobethal Lutheran School	17.0%	10.0%	24.0%
9104 - Unity College Spring Head	2.0%	4.0%	0.0%
Total	100%	100%	100%

NOTE: The data is collected in Term 3. It does not reflect actual schools enrolled in by exiting preschool children.

Source: Data Source: Site Performance Reporting System (SPER), Term 3 2018 collection.

Destination schools comment

- Private school enrolments at three year high of 27% (3 year ave 21.3%)
 - Lobethal Lutheran School has second highest percentage of enrolments in 2018, up from fourth in 2017 (10% to 24%).
 - Primary school enrolments at 73% down from three year average of 78.7%
 - Primary school enrolments decreased from 84% in 2017 to 73% in 2018.
 - Lobethal, Birdwood, Paracombe, Lenswood, Gumeracha and Kersbrook primary schools all had a reduction in the percentage of students enrolled in 2018 compared to 2017.
- The closure of Unity College Spring Head would have influenced enrolments to all our feeder schools in our district.

Client opinion summary

Parent surveys were distributed in term 4 in paper form following the low response rate on the online version in 2017. We revised the survey to align with the 7 quality areas of the NQS. I feel further tweaking of the survey is required to give us sharper, more specific information for improvement.

Out of 55 surveys distributed, we received 32 responses back which equates to 58% of our kindy cohort. The data collected showed an exceptionally high level of satisfaction across all areas with only a few areas receiving a rating of "agree" as opposed to "strongly agree" which is the highest response available.

When asked about the educational program, 4 respondents (7%) "agreed" that they were kept informed about the current program and 28 (93%) stated they "strongly agree". We will use this information to further explore ways that we can make the program more visible, more often. Perhaps the promotion of the program board display on the verandah or photos of the program board and floorbook could be shared with parents via Facebook and newsletters in addition to the current curriculum updates offered.

In relation to healthy eating practices being promoted at kindergarten, 3 respondents (5%) "agreed" and 29 "strongly agreed". We will use this to think about ways that we can continue to further promote healthy eating through cooking programs and explicit and intentional programmed experiences.

The overwhelming responses to comments were based on the cohesive staff team, responsive, warm relationships and highly effective and accurate reporting systems and processes.

Overwhelming responses were received about Facebook and children's Learning Journey Books as effective and valued forms of communication.

We received excellent feedback around the bush kindy program and how it supported their child's emotional, intellectual, physical and social capacity.

Relevant history screening

In 2018 we had all Governing Council members, employees and regular volunteers screened using the online DCSI process. This process is easier to use and is more efficient.

We have a process that ensures that every Governing Council member understands the requirement to have a RHS. We make this expectation clear prior to nominations at our AGM and add it to our first meeting agenda.

All staff undertake the RHS 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	\$529,256.04
2.	Grants: Commonwealth	
3.	Parent Contributions	\$32,792.54
4.	Other	\$26,053.20

2018 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2018 funding was used to improve the relevant department's standard of educational achievement outcomes (where applicable):*	Outcomes achieved or progress towards these outcomes:
Improved outcomes for numeracy and literacy	<p>We engaged in a site base inquiry focussing on developing children's oral language and vocabulary development. Teaching staff attended 'Enriching Literacy' modules across the year, unpacking the PLNI. We accessed support for staff around the understanding of bilingual literacy development. We purchased resources and specific screeners to build our capacity around what our younger and bilingual learners understand and need to build strong foundations for literacy learning. Our numeracy learning focussed on going deeper into understanding the PLNI and the application, development and assessment of mathematical concepts in the bush.</p>	<p>Literacy program outcomes included the development of small group explicit teaching experiences, Embedded literacy practices to support oral language and vocabulary development</p> <p>We noted a significant increase in vocabab and confidence in oral lang experiences of all learners.</p>
Improved ECD and parenting outcomes (children's centres only)		
Improved outcomes for children with disabilities	<p>We accessed and received significant funding for our children accessing our program with identified additional needs. Funding received was used to support children's self regulation, identification and labelling of emotions, the facilitation and implementation of our interoception program. Our funding was used to employ staff to support children as they accessed our program and interacted with others. We funded the implementation of daily small group focussed sessions for all children</p>	<p>Developed play scripts, social connections and increased skill development, Increase use of executive functions and impulse control at group times and small group experiences</p>
Improved outcomes for non-English speaking children who received bilingual support	<p>Bilingual support was accessed through the preschool bilingual program for three of our children. Unfortunately, we could not find available workers to come up to Lobethal so had to use our own funds and some of our literacy/early intervention funding and resources to support these children.</p>	

* The department's standard of educational achievement is defined as children and young people progressing and achieving at or above their appropriate year level.