



Flinders Children's Centre 2019 annual report to the community



Government
of South Australia
Department for Education

Flinders Children's Centre number: 6617

Partnership: Port Augusta - Quorn

Name of preschool director:

Kerry Moosha

Name of preschool management committee chair:

Dianne Ayris

Date of endorsement:

31/1/2020

Context and highlights

We have 99% Aboriginal Enrolments and a category 1 site. Staffing for 2019 consists of 1.0 Director, 1.0 Teacher, 1.0 Early Childhood Educator, support staff and a 1.0 Literacy teacher. Flinders Children's Centre and Tji Tji Wiltja staff are committed to providing a high quality, flexible educational program that is inclusive, equitable and accessible for all children. The Early Years Framework for Australia, "Belonging, Being & Becoming" is our guiding curriculum and from the learning outcomes we develop learning programmes around. Flinders Children's Centre Preschool staff are inspired by principles of the Reggio Emilia philosophy, nature play, Literacy, Oral language, and STEM which we implement with other excellent early childhood education practices. The staff attended professional development "Encountering New Perspectives" in Perth which enabled all staff to develop a better understanding of how to implement the Reggio principals into our centre context. We believe that every child has the right to an aesthetically pleasing environment and our environment reflects this. We believe our environment fosters a smoother transition for children between home and Kindergarten, as the Preschool environment reflects the aesthetics of a soothing home environment. This year we presented at the National SNAICC conference showcasing the incredible work of the preschool, its learners and their families. We are very proud to have been chosen as 1 of the 2 preschools to present nationally and to further educate people on best practice with our Aboriginal learners. 'Project Monarch' (2019) is a Reggio Emilia inspired project that was completed over the duration of two terms. This project followed the lifecycle and habitat of the monarch caterpillar taking many different journeys following child voice. This included the study of shadows, dyeing fabric from natural resources, and closely watching the caterpillars transform into butterflies. The children were heavily engaged in this project as they led the learning throughout the duration of the project.

Report from the preschool management committee

We had a great start to 2019 with the AGM and a small group of committed parents willing to volunteer their time to support the children, families and staff to have a successful year. We look forward to their contribution and acknowledge the valuable contributions made by all on the governing council.

A lot was achieved throughout the year in 2019. Notably, the commitment to fundraising that has continued, enabling for the children and staff to go on excursions and the ability to rent a larger space for the end of year graduation and Christmas party.

The Reggio Project approach was embraced by many families and this commitment strengthened Community links. The centre families supported the children and staff to create a successful reading Nook for all to enjoy and an amazing journey of learning about the Monarch butterfly.

Quality improvement planning

QA1: 1.1.6 Each Child's agency is promoted: Our Oral language program has been a success, with all children showing an improvement in language development, responding to questions, building sentence structure and expanding vocabulary. The program has been supported by our whole text approach when programming and planning. The families have commented children are engaged with learning, and there is a remarkable improvement at home. Staff Professional learning at a site level with RAPP and LDAR has further strengthened our commitment to ensuring every child is successful with their learning.

QA1.1.4 Make Learning Visible: Loose Parts and Story tables have been a platform for children and educators to share learning experiences. Reggio Project Approach has embedded critical thinking, research and collaboration.

QA1.2.1: Create an Assessment and Reporting Schedule: Staff created the following schedule after reviewing and refining current practices: Each Term, statement of Learning, Learning Stories, One Plan's.

QA 2.1.2 Healthy Eating Practices Promoted: The preschool edible garden has continued to develop alongside our bush kindy. This has also created the opportunity for the kindy to implement the grow free cart where fresh produce grown at the kindergarten is available for families to take home.

QA 2.1.2: Effective Relaxation Practices: Relaxation spots and current practices, are now embedded into our programming allowing for quiet areas to be established.

QA 3.3.2: Physical Environment: Bush kindy establishment and planning, engaging with a local artist to complete a fence mural with family input.

A 4.2.1: Design and Lead PD through Oral Language Project: With support from Speech Pathologist a number of PD Sessions were arranged to increase staffs knowledge on levels of questioning during interactions with children, staff aimed to use higher levels of questioning to extend children's thinking also to up skill staff to assess and interpret data for future planning. This project was shared at the National SNAICC conference.

A5: Through the Project Approach every child has had a voice and contributed to the very successful research on the Monarch Caterpillar. A very large display was created to engage children, families and staff. The documentation has been shared with many educators within our partnership with fantastic feedback. This will be displayed in the Art Gallery in 2020 to further engage the community.

QA6: Parent and children's Library: The staff continued the Preschool library borrowing system which was developed in 2019. The Public Library supported our program and attend the preschool to welcome and sign families up to the local public library. There has been a greater interest from children and families in reading books this year and has linked nicely with the Aboriginal Family Literacy Strategy. Parents have made family books which has made links between home and preschool. The books have supported children who often get emotional and miss home while at kindy as children will look at photos of family and share them with peers and educators. Transition to School: A stronger Partnership with our feeder school (Augusta Park Primary School) has provided a great opportunity for families, school and preschool staff to offer a smoother transition process. We have continued to participate in a number of programs including library visits, sports days and inviting transition teachers to our preschool. The ACEO at our feeder school has made regular visits to the kindergarten, building strong relationships with the children prior to them entering primary school in 2020.

A7: Philosophy will be updated with all staff at the beginning of 2020.

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2016	49	47	50	60
2017	37	49	51	58
2018	48	50	54	50
2019	37	38	47	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

We have had a large number of enrolments for next year as a result of our fundraising BBQ's at the local shopping Centre and Facebook page due to families now knowing where we are situated and the quality programs we have to offer. We follow through with information provided to us in the 'getting to know your child' information filled out on enrolment - this includes following siblings and keeping in contact with the families until the siblings are kindergarten age. Many families without transport often choose our Centre as we have a bus service.

Attendance

Year	Term 1	Term 2	Term 3	Term 4
2016 centre	69.4%	73.1%	59.2%	75.5%
2017 centre	78.0%	54.6%	70.0%	60.0%
2018 centre	63.4%	67.4%	67.0%	93.3%
2019 centre	73.5%	73.4%	59.5%	60.0%
2016 state	91.1%	89.0%	87.2%	87.5%
2017 state	90.5%	88.2%	85.9%	87.2%
2018 state	90.7%	88.3%	87.0%	87.2%
2019 state	90.3%	87.4%	85.8%	

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

Attendance rate has been lower than usual due to leaving children on the system who no longer attend and haven't attended other kindergartens. This term there has been a large number of grievances within the community, causing children to miss long periods of time. It has also been discussed that the number of health services for kindergarten children has diminished for example: ear health checks, trachoma checks, general health checks, head lice clinic no longer operate in conjunction with preschools.

Destination schools

Feeder Schools (Site number - Name)	2016	2017	2018	2019
990 - Augusta Park Primary School	46.0%	37.0%	43.0%	47.1%
9122 - Caritas College	6.0%	4.0%	4.0%	5.9%
981 - Carlton School	4.0%	20.0%	9.0%	0.0%
1396 - Flinders View Primary School	17.0%	11.0%	14.0%	11.8%
355 - Port Augusta West Primary School	0.0%	4.0%	0.0%	8.8%
8259 - Seaview Christian College	0.0%	4.0%	0.0%	0.0%
1481 - Stirling North Primary School	0.0%	6.0%	7.0%	8.8%
679 - Willsden Primary School	21.0%	11.0%	17.0%	17.7%

NOTE: The data is collected in Term 3. It does not reflect actual schools enrolled in by exiting preschool children. Only schools that are a destination for 3% or more of students are shown.

Source: Data Source: Site Performance Reporting System (SPER), Term 3 2019 collection.

Destination schools comment

Augusta Park is our main feeder school. The ACEO has developed strong relationships with the children within the Centre which makes a smoother transition into school. Miriam (ACEO) has gone above and beyond in her role to ensure that families are confident in the school process and the children are set up for the best educational outcomes possible.

Client opinion summary

All surveys completed - parents agreed/strongly agreed through the whole survey.

Parent Comments - Quality of Teaching and Learning
The teachers are great with the way they teach the children
You people are doing a beautiful job'.
very friendly staff

Parent Comments - Support of Learning
My child is supported incredibly well
Great to see my child happy

Parent Comments - Relationships and Communication
My child loves going to kindy
I love the photo's of all children engaged in play
I would like all my children to come to this kindy
Kindy's programme book keeps me informed

Parent Comments - Leadership and Decision Making
Great staff; friendly and helpful

Relevant history screening

Every staff member has an up to date relevant history screening check. All staff members have been informed of the new criminal history screening and working with children check process.

Financial statement

	Funding Source	Amount
1.	Grants: State	\$591,543.77
2.	Grants: Commonwealth	\$206,620.90
3.	Parent Contributions	\$8,070.00
4.	Other	

2019 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2019 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	With the support of our Speech Pathologist in Term 1 all children were screened with the speech assessment screener. The data collected from this allowed staff to program and plan for all children's individual needs in relation to Oral Language, with positive results in data collection at the end of each term.	Outcomes were achieved and there was a significant shift in Children's Literacy awareness and phonetic awareness.
Improved ECD and parenting outcomes (children's centres only)	N/A	
Improved outcomes for children with disabilities	Preschool support funding was used to support children with Speech and Language difficulties, OT, learning difficulties and behaviour/emotional regulation. This year staff have been employed to assist those children with additional high needs.	Whole site intervention processes have been developed and worked extremely well. Programs to support identified children were effective
Improved outcomes for non-English speaking children who received bilingual support	NIL	

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