



Lockleys Children's Centre

2022 annual report to the community

Lockleys Children's Centre Number: 5630

Partnership: West Torrens

Signature

Children's centre director: Nadia Carruozzo

Governing council chair: Georgia Renfrey

Date of endorsement: 11 March 2023



Government
of South Australia
Department for Education

Context and highlights

Lockleys Children's Centre for Early Childhood Development and Parenting (LCC) is one of 42 Department for Education Children's Centres offering a range of education, care and family and community programs. It is a stand alone centre, co-located with Lockleys North Primary School. LCC opened in purpose-built facilities in 2014 but has a long and proud history of serving generations of children and families in western Adelaide. The kindergarten program is over 70 years old and prior to becoming a children's centre operated as a stand alone kindergarten. The preschool offers 15 hours of preschool education to 66 children per week with children split into two groups, Cassowary (Monday and Tuesday) and Emu (Wednesday and Thursday).

Lockleys Children's Centre has been assigned a category ranking of disadvantage of 2. The LCC preschool is a diverse mix of Anglo-Australian families, newly arrived immigrant families along with a large proportion of second and third generation migrant families, the majority with a Greek or Italian background. In 2022, approximately 25% of children in the preschool had a culturally diverse background, with approximately 18% speaking English as a second language. A number of Indian languages are spoken along with Arabic, Amharic and Korean.

As a children's centre, LCC offers a number of other services and programs to support young children and their families:

- occasional care operates two morning per week with two sessions for under 2s and two sessions for over 2s each week, offered simultaneously.
- Playgroups are an important service offering. During 2022 a universal 0-5 years playgroup has been offered once per week along with a separate weekly Baby playgroup (pre-walkers).
- as a children's centre we have a Community Development Coordinator whose role is to connect families to services both within and outside the centre. In collaboration with the centre director, services and programs are offered throughout the year eg parenting programs, information sessions etc.
- Allied Health (Women's and Children's Health Network) offers occupational therapy and speech pathology services by referral to young children in the community (birth- 3 years).
- Child and Family Health Service (CaFHS) have recently returned to the centre (on hiatus due to COVID) and offered an early parenting group to new parents.

LCC continued to experience staffing and leadership changes with Caren Matthias winning a director role elsewhere after acting in the role for three terms and Nadia Carruzzo starting as the new director in term 3. The end of 2022 saw the Lockleys community farewelling two long standing staff members, teacher Robyn Langman and Early Childhood Worker Vicki Corbett as well as contract teacher Maria Carbone.

During 2022, Lockleys Children's Centre successfully managed the challenges presented by COVID19, particularly in terms 1 and 2 of the year but thankfully this year didn't impact on children's attendance but did have some impacts on the ability to offer family and community events. By term 4, we were able to run the Kindy Olympics – a much loved annual event - where children participated in an obstacle-a-thon and families were able to participate in the event including staying for lunch. During term 2 parents also participated in an excursion to the Botanic Gardens.

Governing council report

This is the end of an era for our family with three boys having attended the centre and having been on the governing council twice.

The council for 2022 had 7 members who met twice per term. During the year our responsibilities included reviewing and providing feedback to local policies and procedures, contributed to the financial management of the centre and supported the term 4 Kindy Olympics event, a much loved annual event that had been disrupted by COVID for the last two years.

I would encourage all families to consider joining the governing council.

Georgia Renfrey

Preschool quality improvement planning

The 2022 Preschool Quality Improvement Plan (PQIP) was the result of the centre team and Governing Council participating in a significant review of the 2021 PQIP, policies, procedures and philosophy statement and self-assessment against the National Quality Standards. This collaborative process focused on the provision of a high quality service in line with community needs and expectations. The outcomes of this reflective process informed the development of the 2022 improvement goals

Goal 1: To develop and extend children's expressive language and use of vocabulary.

Educators were supported by the Department for Education Student Support Services Speech Pathologist (SP) to increase the knowledge and understanding of the staff team in how to develop children's vocabulary. Professional learning was provided each term along with additional support and advice when the SP visited the centre.

Educators also focused on the development of phonological skill development with a particular focus on syllables, rhyming and initial sounds. Early in the year educators used Pre-Lit as the preferred approach to planning vocabulary development. Pre-Lit is a book based approach where key vocabulary is identified from each book. Books rotate after a two week focus. Analysis by the team indicated that this approach was not providing children with sufficient time to become familiar with the vocabulary. Educators instead began to identify vocabulary connected to the teaching and learning program, children's interests and events. For example during Science Week children were introduced to scientific vocabulary and when Scientific Bubble Man visited as a continuation of the exploration of science, vocabulary was identified prior to and after the incursion. Experiences were planned where these words could be used to demonstrate meaning and use. All staff were aware of the new vocabulary and these words were used across the learning program. It quickly became evident that this approach was much more meaningful for children; they were more interested in these words as it connected to and supported their learning. Their enjoyment in playing with new words, inquiring about their meaning and using them in context was also evident.

Phonological awareness data indicated significant progression for the majority of children. Data was collected in term 1 and then again in late term 3/ early term 4. Analysis indicated:

- 21% of children demonstrated age appropriate skills
- 65% of children demonstrated emerging abilities above expectation
- 14% of children were continuing to develop skills in this area with 10% of these children assessed with speech and or language delays.

Goal 2: To develop children's fine motor control and hand strength.

To enable staff to gain an understanding of the number of children requiring support in the area of fine motor development including hand strength, data was collected about each child's stage of development in term 1. This provided base line data which was analysed by the educators and formed part of the data considered for the development of individual learning goals for each child. This information was shared with families at parent/teacher interviews in late term 1. Throughout the year experiences and activities to support fine motor development were planned for and implemented. Data continued to be collected to assess each child's progress with further conversations held with families as well as the provision of hand outs to extend parent knowledge about how they could support their child's development in the home environment.

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	74	76	73	75
2020	75	77	74	76
2021	63	66	59	58
2022	64	67	64	65

NOTE: The data is based on person counts in the two week reference period each term. Excludes pre-entry.

Data Source: Preschool Data Collection, Data Reporting and Analytics directorate.

Term 2 2020 data may not be available for all preschools.

Attendance

	Term 1	Term 2	Term 3	Term 4
2019 centre	86.0%	87.8%	85.2%	83.5%
2020 centre	89.7%	89.9%	90.5%	77.8%
2021 centre	90.1%	88.6%	91.8%	83.1%
2022 centre	86.9%	79.6%	84.4%	81.6%
2019 state	90.8%	88.2%	86.8%	87.6%
2020 state	89.8%	83.6%	86.2%	87.2%
2021 state	88.6%	86.5%	88.6%	85.6%
2022 state	84.9%	79.8%	80.3%	77.5%

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.

*Note: Term 2 2020 data may not be available for all preschools.

Attendance comment

In 2022 attendance patterns were noticeably lower than in 2021 particularly in:

- term 2 when only 79.6% of children attended compared to 88.6% in term 2 2021

- Term 3 when 84.4% of children attended compared to 91.8% in 2021

When compared to the state average LCC attendance data was higher in terms 1 and 3 and almost the same in term 2, 2022.

Analysis of attendance data indicated a number of children travelling overseas to visit family and then either remaining over seas or starting at a local private school at the mid-year intake without informing the centre. A number of families also chose to take family holidays over the course of the preschool year also impacting on attendance.

During 2022 children were offered a half day Friday on alternate weeks to ensure 600 hours of preschool was offered to all children. Many families chose not to send their children as they were working, in child care, being cared for by other family members or half days didn't suit. On some Fridays only 11 children out of a possible 33 attended the half day session.

Staff actively follow up non-attendance with phone calls, texts and emails, making multiple attempts to contact families.

Destination schools

Feeder Schools (Site number - Name)	2019	2020	2021	2022
8026 - Immanuel Primary School	0.0%	1.5%	0.0%	3.3%
996 - Kidman Park Primary School	3.8%	0.0%	0.0%	3.3%
911 - Lockleys North Primary School	81.1%	76.8%	70.4%	76.7%
9011 - St John Bosco School	5.7%	1.5%	3.7%	3.3%
6015 - St Michael's College: Jnr School	3.8%	1.5%	1.9%	5.0%

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.

Data Source: Site Performance Reporting System (SPER), Term 3 2022 collection.

Destination schools comment

N/A

Family opinion survey summary

Parent opinion summary (2,700 maximum characters)

In 2022 only 4 families out of a possible 63 returned a completed Department for education parent opinion survey. Analysis of these responses indicated:

- 100% agreed the preschool was well organised and had confidence in how the preschool was being managed: 100% strongly agreed with the statements
- 100% overall satisfaction rating: 25% agreed and 75% strongly agreed with the statement 100% felt welcome and agreed staff listened to parents
- 100% agreed the preschool provided high quality teaching: 20% agreed and 80% strongly agreed with the statement
- 100% agreed with the cluster of questions related to support for learning

Areas where parents indicated they would appreciate improvement (range of answers from disagree to strongly agree) related to increased opportunities to discuss their child's progress and information about the teaching and learning program.

Due to the very small cohort of families who responded to the Department for Education survey, a site specific survey was developed and distributed to the parent community. Out of 63 families, 23 responses were received:

- How satisfied are you 1-5: 4.70
- Did you receive enough information about your child's progress: 15 yes, 1 no 7 sufficient but would have liked more
- How welcome did you feel 1-5: 4.96
- Level of comfort to approach educators and the director 1-5: 4.87
- Informed about the teaching and learning program 1-5: 4.30

This second survey also confirmed that though parents were overall happy with the level of information provided about their child's progress and the teaching and learning program, they would have appreciated more.

Relevant history screening

The Centre ensures that current Working with Children Checks are provided by all staff, contractors, support staff, and staff from other agencies prior to delivering any service at the centre. Teachers and Early Childhood Workers participate in a detailed induction process where this information is collected and then stored on site. The Centre has an account with the Department for Human Services' screening portal enabling the activations of timely renewals of Working with Children Checks.

Financial statement

Funding Source	Amount
Grants: State	\$682,533
Grants: Commonwealth	\$0
Parent Contributions	\$42,960
Other	\$0

2022 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2022 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	Funding enabled the preschool to focus on improved literacy and numeracy outcomes with a particular focus on literacy and the PQIP goal. Additional staffing enabled the screening of each child using the Phonological Awareness Skill Mapping tool as well as opportunities for teachers to meet to discuss the individual progress of each child.	All children progressed in their phonological awareness and general literacy and numeracy development. Significant gains in confidence and engagement in literacy and numeracy have been noted.
Inclusive Education Support Program	Additional funding enabled educators to provide targeted support for children with identified needs including speech, language, behavior and Autism Spectrum Disorder. Support workers provided 1:1, small group and whole group interventions to support children to access the learning program, participate in routines and experience successful interactions and communications with peers and educators.	Educators have observed growth in children's confidence and ability to express themselves. All children have made progress in their learning and development as measured against their individual learning goals and in the distance travelled from the start of the year to the end of year and
Improved outcomes for non-English speaking children who received bilingual support	Additional funding enabled the employment of bilingual support workers to work with children speaking Punjabi, Urdu, Hindi, Korean and Arabic. These support workers assisted the children to access and participate in the learning program and to experience successful social interactions and build relationships with peers and educators.	Significant growth in EALD children's understanding and use of English. Increased vocabulary enhanced children's functional communication, improving their social interactions and problem solving as well as their ability to engage in their learning.

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

2022 Children's Centres for Early Childhood Development and Parenting annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2022 funding was used, and what programs were run, to improve the relevant department's standard of educational achievement outcomes (where applicable):*	Outcomes achieved or progress towards these outcomes:
Improved ECD and parenting outcomes	A range of programs and services have operated during 2022 to support and build parent engagement and to build parent knowledge and capacity. Service provision was led by the Community Development Coordinator (CDC) and combination of site based and DHS funding. Playgroups were a particular focus of the funding, utilised to employed an ECW to facilitate the playgroups.	CDC – Collaboration with local networks including community led activities and projects aimed at strengthening connections and providing a sense of belonging and building parent capacity.
Children's Centres for Early Childhood Development and Parenting Grants	The grant was used to support access and participation through the employment of creche workers to enable parent attendance at parenting workshops and programs and to support the provision of a toileting session.	Enabling parents to attend workshops and services has resulted in parents feeling supported and being empowered with new knowledge and skills as parents.
Briefly describe or list the community programs offered in 2022 which had a focus on: <ul style="list-style-type: none"> • Playgroup • Parent support • Transition to and from preschool • Any new programs or services not previously offered. 	Playgroups – two per week. One universal 0-5 years and one for babies (pre-walkers) both facilitated by an Early Childhood Worker. Community Playgroup: Little Seeds Islamic playgroup Parenting workshops and support: My Time, Bringing Up Great Kids, Infant Calming massage, My Child and Me (focusing on transitions to and from preschool), toileting session CaFHS: Early Parenting Group	

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