

Leigh Creek Kindergarten 2019 annual report to the community



Government
of South Australia
Department for Education

Leigh Creek Kindergarten number: 6632

Partnership: Far North

Name of preschool director:

Florencia O. Galarita

Name of preschool management committee chair:

Bridie Ferguson

Date of endorsement:

February 20, 2019

Context and highlights

Leigh Creek Kindergarten has offered 15 hours of kindergarten this year through full days on Thursday and Friday and four Wednesday per term. Each day runs from 8.45 am until 3.00 pm. The centre has been staffed by a Director and Early Childhood Worker.

Learning Design and Reflective teaching was one of the highlights in 2019. Extensive training was delivered by the experts focus in reflective teaching linked to literacy and numeracy indicators. Oral Language was still a key focus in 2019, with children learning to verbalize answers to questions, share their interests, and engage in conversation, extending their answers, as well as learning about books and rhyme and rhythm of language.

Term 1: All About Me

Term 2: Children's Stories

Term 3: My Body- Communication, Senses, Movements, Health, Body parts and Celebration for Community Helpers

Term 4: Games

All throughout the year children improved in Phonological Awareness by demonstrating segmentation of syllables, matching rhyme and producing words that rhyme. Children were able to identify the first letter and sound of words or names.

Staff focus on developing words for other children and for some children we encourage them to extend/expand their sentences or the lengthening of the conversation.

Great listening skills also developed during morning Sharing Time. Descriptive language is being used in children's sharing time.

Staff meeting (formal and informal) enabled educators to reflect, discuss and improve practice by sharing understandings and learning about Phonological Awareness and connect to our program.

Staff have increased knowledge and confidence in recognising of Numeracy and Literacy indicators.

Children learn through explicit teaching and learning through play that promote exploration of numeracy and literacy and oral language in everyday scenarios.

Educators extended children's thinking through open-ended questions. Also through the use of 'I wonder' questions and the use of resource book 'I'm Ready and 'ABC and Beyond'.

Healthy eating- LCK is providing fruits during fruit time and physical activity are promoted and appropriate for each child through Active play with the Junior Primary class every Thursday afternoon.

Kindy Cultural Day:

Wednesday of Week 3, 5,7 and 9- Kindy Cultural Day –Staff reading Aboriginal dream stories borrowed from the LCK library and learning some Adnyamathanha language.

Report from the preschool management committee

Governing Council 2019

The Leigh Creek Kindergarten had quite a quiet 2019 with 6 enrolments. As this was the case parents numbers were also down, so the Kindergarten Governing Council is also made up of the Leigh Creek Area School Governing Council Members, with Meetings ran on the same afternoon each term.

The Leigh Creek Kindergarten has a great relationship and Connection with Leigh Creek Area School. Each week the kindy kids spend Active Play and Library time with the junior primary class, spending time and making friends. The kindy kids also have access to music with in the school.

The Main focus in the Kindergarten in 2019 was

- Literacy
- Numeracy
- Oral Language

The Children liked the consistency of the Staff with Miss Florence and Rebecca Anand present each week. Im sure Miss Florence will cover all the exciting and interesting things achieved through out the year.

On behalf of the Governing Council, Best of Luck to the Leigh Creek Kindergarten in 2020 regarding enrolments and attendance.

Cheers

Bridie Ferguson

Chairperson Governing Council



Quality improvement planning

Quality Area 1: Educational program and practice

Variation of learning experiences in day to day set up is consistent.

Planning and programming with flexibility of curriculum focus.

Learning through their peers. Children to children or children to adult interaction.

Learning through play.

Examples/Evidence: Children are making choices and decisions based on their interests.

Children expressing their ideas in their interactions with others.

Children are challenged to solve problems and in making decisions during their role play.

Quality Area 2: Children's health and safety

At all times educators are located alongside or near children indoor and outdoor including eating, drinking and washing hands.

The level of supervision and the area of the service adjusted depending of the age of the child, skills of the child and size of the group.

Setting up for the learning spaces inside and out allowing children to move freely and safely.

Quality Area 3: Physical environment

Both outdoor and indoor spaces provide built and natural resources allowing the children to explore, experiment and to discover.

Spaces are set up to ensure learning is happening and and promote positive interactions.

Books, toys and learning equipment and resources that are age appropriate are accessible at all times.

Quality Area 4: Staffing arrangements

Educators discussing and reflecting on the needs and progress of each child and families. Discussing and reflecting about new pedagogy that could benefit to children's learning achievement.

Educators support each other professionally, emotionally and physically e.g. sharing tasks and responsibilities.

Educators learn every single day from each other based on the situation experienced with the children.

Quality Area 5: Relationships with children

Educators reflecting and discussing inclusion, exclusion, emotions and other behaviour matter with the children during the day.

Educators encouraging and supporting the children to collaborate and to learn from and help each other.

Examples/Evidence:

Group time were allowing children to listen to the educators discussing different emotions.

Quality Area 6: Collaborative partnerships with families and communities

Preschool children are involved in some community events

Link in with the school for special event such as NAIDOC Week.

Preschool providing information regarding dental visit, nurses, psychologist, speech pathology and special educator.

Informal communication occurs with parents and families at arrival and departure times.

Examples/Evidence:

Preschool families joined in the Biggest Morning Tea in Leigh Creek Community Tavern.

Inviting visitors to come and visit the centre e.g. police officers, veterinary medicine.

Quality Area 7: Leadership and service management

Documented policies and procedures are aligned with the practices of each member.

Examples/Evidence:

Statement of Philosophy

Healthy Food and Drink Policy and other policies and procedures that being reviewed and evaluated regularly.

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2016	9	10	7	7
2017	6	6	7	7
2018	7	7	7	7
2019	3	4	4	6

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

There were four graduating preschool.
Three of them participated in a transition to school programme.
Two children enrolled in the three year old Aboriginal Programme.
Families coming and going out of the district throughout the year and it affects the enrolment data.
Most children have lived out of the town and have had to rely on families and/or school buses for transport.

Attendance

Year	Term 1	Term 2	Term 3	Term 4
2016 centre	79.8%	78.2%	75.8%	73.0%
2017 centre	74.8%	84.9%	63.9%	62.8%
2018 centre	41.4%	86.8%	46.4%	74.3%
2019 centre	73.3%	65.0%	75.0%	68.96%
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

Director encouraging families to attend preschool every operating day by reassuring their children will get high level of development and achievement by delivering quality program and planning to the children as well as with the attendance focus: present and engaged in the learning process, emotionally present in the learning process and physically present for the learning process.

Staff have been advocating 100% attendance, contacting parents when children are absent or late.

The AEW and school staff have also been encouraging new enrolments from within the community, contacting people with eligible pre-school aged children to prompt them to enrol their children at LCK.

Families coming and going can be a factor of attendance inconsistency also.

Parent and child health also seemed to be contributing factor. Staff reassured families there would always be emergent lunch and snacks supplied for any family in need to help relieve some of the pressure in getting children to preschool.

Destination schools

Feeder Schools (Site number - Name)	2016	2017	2018	2019
748 - Leigh Creek Area School	100.0%	100.0%	100.0%	100.0%

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.

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

Destination schools comment

Leigh Creek Kindergarten has been encouraging families to enrol at Leigh Area School once they finished preschool.

Most of the children who moved up from preschool were enrolled at Leigh Creek Area School.

Client opinion summary

It would be great if the Kindy remains open. -Non- Aboriginal parent (verbally)
 Families coming and going here in our community and it would be better that Kindy is always open for them families
 ini?- Aboriginal parent (verbally)
 My class always love to visit Kindy. Children are adorable, staff so friendly and the environment so
 welcoming. -School staff (verbally)

Relevant history screening

Criminal History Check were all up to date and certificates were kept and filed.

Financial statement

	Funding Source	Amount
1.	Grants: State	
2.	Grants: Commonwealth	
3.	Parent Contributions	
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	Director has attended an extensive LDAR training delivered by the experts then together with other staff carried out all new strategies learned and managed to have good outcomes. Strong programmes for literacy and numeracy are already on track and have continued with these.	Children have been provided with extra support and staff have recorded improvement learning outcomes through the Lit/Num Indicator,EYLF
Improved ECD and parenting outcomes (children's centres only)		
Improved outcomes for children with disabilities		
Improved outcomes for non-English speaking children who received bilingual support		

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