Lyndoch Valley Family Centre
Annual Report
2014
1. CONTEXT

Preschool Name: Lyndoch Valley Family Centre  Preschool Number: 2692
Preschool Director: Sue Tarr  Partnership: Greater Gawler

Our centre operates as a part time preschool program, offering 15 hours across 2 full and one half day sessions. In addition the centre operates a funded Occasional Care program on Tuesdays, with either a morning or afternoon session available. The centre supports a community run Playgroup on Fridays.

2. REPORT FROM GOVERNING COUNCIL

< A brief report from the Governing Council, including major decisions and achievements.>

3. HIGHLIGHTS 2014

2014 was a year of first for us. It was the first year where we operated under the Same First Day policy, meaning all children began at the start of the year. Our Director Sue Tarr also commenced a 5 year appointment. It was also the first year our centre was part of the Greater Gawler Partnership—a coalition of local schools and preschools working together on common goals.

The centre continued working on its identified priorities, with a focus on improving opportunities for children to learn about sustainability. We introduced a new vegetable gardening system with recycled wine barrels, and grew fresh produce in abundance. This was then used to support our cooking program to assist children learn about healthy eating. We continued our visits to Lyndoch Primary School, where we used the facilities such as the library, whiteboards and activity hall to support our continuity of learning program as well as some literacy learning.

An excursion was held to the Patch Theater production of The Cranky Bear. A highlight was when four of our children were chosen to appear in the production. They performed with minimal rehearsal, and the increased confidence they exhibited after this experience was a positive outcome for those children.

Our Occasional Care and Playgroup continued to be well supported and valued by our community.

4. QUALITY IMPROVEMENT PLAN

These were the Quality Areas identified for improvement in 2014.

Quality Area 1: Educational Program and practice
Quality documentation and ensuring each and every child is included in the planning cycle were the key issues identified as needing improvement. Educators trialed a new learning story format that analyzed EYLF Outcomes, and each child was provided with at least one per term. All children had a Learning Journal (Profile) book where these, photos and work samples were placed. This is a time consuming practice and educators continue to re-fine this to make the learning more visible. All children were provided with a Statement of Learning Report at the end of the year, or when they exited.

The community book continues to be well used by some children families, and is one way we make learning visible to families. We need to investigate other methods e.g. electronic ways we can communicate.
In addition a new program format was implemented where children’s interests were captured and documented, including the planned experiences for them. The focus on each and every child was sharpened and educators explored effective ways to monitor and track each child’s learning. Time was budgeted for to allow educators to meet weekly to discuss and document each child. See also Quality Area 6 for information on parent interview strategy. The third priority in this area was to increase the intentional teaching in literacy and numeracy. Educators focused on phonological awareness, particularly in initial letter sounds and rhyming through group times and incidental teaching daily. In 2014 educators were building their own knowledge and skills in this area, so this is a learning focus for 2015. No formal measures of children were done, however this will be addressed in 2015 with the use of a phonological skill mapping process which will identify children’s strengths and then build on these, as well as identify gaps in their knowledge in this area. This will be used to track progress. The new Literacy and Numeracy Indicators will be a priority for educators in 2015.

Quality Area 2: Children’s Health and Safety
Promoting healthy eating better and providing opportunities for children to rest and relax were identified through our closure day self-review as needing improvement. Changes to our routines such as introducing a “grazing table” and more structured relaxation (as well as informal opportunities) has assisted children to self-manage their needs better, but our daily routines do need to be reviewed to ensure they are more child centred and focused.

Quality Area 3-Physical Environment
Children were able to have increased opportunities to learn about sustainable practices with the introduction of our new vegetable gardening tubs. With parent help these were set up and grew an abundance of produce. This was then used to support our healthy eating curriculum as children learnt how to use our produce in cooking experiences.

The centre joined the Australian Sustainable Schools network and educators attended professional networking opportunities at other local centres. This will be a continued focus in 2015 as we explore with Natural Resources Management ways to enhance our small physical environment and ways to engage more with our local community resources (e.g. Lyndoch Primary School).

Quality Area 5 : Relationships with children
Although relationships are strength in our context, supporting children to manage their own behavior in a consistent way has been identified as needing improvement. Some educators attended training in the “Incredible 5 point scale” - a mechanism for teaching children self-regulation. Intentional teaching was provided to children, and for some it has been an effective tool. However, behaviour guidance that is consistent and developmentally appropriate is still identified as an ongoing priority. A recommendation is that all staff attend Strategies for Managing Abuse Related Trauma (SMART) training in 2015 to ensure common understandings. The Greater Gawler Partnership focus on Positive Education may also be supportive of this priority.

Quality Area 6: Collaborative Partnerships with families and community
Promoting better partnerships with parents, particularly around educational decision making was a focus for 2014. Formal interviews were offered for the first time to all parents early in term 2. This involved a discussion with staff and the preparing of a Collaborative Learning Plan. Some parents did not access these although flexible opportunities (e.g. day/evenings) were provided within our limited operational times. Our small staff team can make this difficult, so resourcing to do this better in 2015 so all families can access needs to be budgeted for.

Likewise, improvements were made to the enrolment and orientation process so that the Director met (in 2014) with every family coming in 2015, so that relationship building could begin early.

Quality Area 7-Leadership and Management
It was identified through our closure day self-review that the centre did not have a written Philosophy Statement of any substance. A new Statement was developed by staff and Governing Council, with some limited child voice included. Anecdotal review suggest this is a good match so far between our practice and written, but will need circulating to wider community in 2015.
5. INTERVENTION AND SUPPORT PROGRAMS

A total of 10 children were referred to our Support Services and 9 of these received Preschool Support Funding to allow them to meet their identified learning goals. All children made progress towards these. Some children who were identified at the site level received limited support through Early Intervention grants using existing Support workers.

6. STUDENT DATA

6.1 Enrolments

Figure 1: Enrolments by Term

Table 1: Enrolments by Term

<table>
<thead>
<tr>
<th>Year</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>35</td>
<td>34</td>
<td>26</td>
<td>29</td>
</tr>
<tr>
<td>2013</td>
<td>30</td>
<td>34</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td>30</td>
<td>32</td>
<td>31</td>
<td></td>
</tr>
</tbody>
</table>

Based on person counts in the two week reference period each term. Excludes pre-entry. Source: Preschool Data Collection, Data Management and Information Systems

Enrolments at the centre continue to vary, with a slight decrease in 2014. A number of children joined or left throughout the year, which was unexpected due to the Same First Day policy which assumes all eligible children will begin at the start of the year. The main reasons for joining were due to changes in residence, transfer from other centres or parents unaware they could begin at start of year. The reasons 4 children left were, change in residence and local private schools continuing a midyear intake. There was high demand for enrolment for 2015 so a Priority of Access Policy was enacted.

Enrolments are now subject to physical and staffing capacity, so need to be managed in this context. This makes it difficult to expand our numbers. We also need to keep 8 vacancies for occasional care, so this limits our preschool vacancies.
6.2 Attendance

Figure 2: Attendance by Term

Table 2: Attendance Percentages 2012 - 2014

<table>
<thead>
<tr>
<th>Year</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012 Centre</td>
<td>94.3</td>
<td>97.1</td>
<td>84.6</td>
<td>82.8</td>
</tr>
<tr>
<td>2013 Centre</td>
<td>93.3</td>
<td>91.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014 Centre</td>
<td>93.3</td>
<td>87.5</td>
<td>80.6</td>
<td></td>
</tr>
<tr>
<td>2012 State</td>
<td>87.4</td>
<td>85.9</td>
<td>84.5</td>
<td>85.5</td>
</tr>
<tr>
<td>2013 State</td>
<td>88.7</td>
<td>88.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014 State</td>
<td>89.9</td>
<td>88.8</td>
<td>85.9</td>
<td></td>
</tr>
</tbody>
</table>

Based on attendances recorded in the two week reference period each term, and calculated to an average unadjusted daily attendance (deemed attendance). Attendance percentages are based on the calculated deemed attendance (integer), divided by the number of enrolments. Excludes pre-entry Note: Figures have been revised for previous years, using integer deemed attendance not decimal.

Source: Preschool Data Collection, Data Management and Information Systems

Attendance was high in first term, but dropped significantly through the year to below State average. The half-day session is not as well attended. Parents comment that “it’s not worth coming” for example or that it does not suit working families. A number of our children do access the Lyndoch Primary School OSHC, but cannot use this on the half day. In addition, we have limited Family Day Care options in the community. Consideration will need to be given in 2015 to the session times i.e. trialing a two/three full day pattern across a fortnight.

As a part time site we also are limited in the days of the week we can offer which does not allow flexibility families need.

6.3 Destination – Feeder Schools

Table 3: Feeder School Percentage Data 2012 - 2014

<table>
<thead>
<tr>
<th>Feeder Schools</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>0237 - Lyndoch Primary School</td>
<td>52.2</td>
<td>50.0</td>
<td>32.0</td>
</tr>
<tr>
<td>0395 - Sandy Creek Primary School</td>
<td>8.7</td>
<td>18.2</td>
<td>8.0</td>
</tr>
<tr>
<td>8234 - Immanuel Lutheran School</td>
<td>4.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8337 - Trinity College North School</td>
<td></td>
<td></td>
<td>4.0</td>
</tr>
</tbody>
</table>
Based on the percent of children currently enrolled who will attend school in the following year, where the expected school is known.
Due to rounding totals may not add up to 100%.
Source: Term 3 Preschool Data Collection, Data Management and Information Systems

Destination data shows that parents in our community exercise their right to choose public or private education, with a drift towards the private sector. This is consistent with other years at our centre. We continue to promote our local Primary School through visits for all children, and this year an improved transition option was discussed and trialled in term 4. This is an ongoing priority, but it is a contextual influence in our community.

7. CLIENT OPINION

The DECD electronic parent survey was offered to parents from term 2 onwards. A limited number of paper based copies were provided. Only 3 respondents used the survey (2 electronic, 1 paper based). Of those, however, nearly all comments were agree or highly agree. There were only 3 neutral responses. Comments were also very positive about the centre. The low level of responses could be due to a number of factors.....so recommendations are that in 2015 every parent be given a paper based survey in addition to instructions. This may need to be repeated several times as survey is open for some time. Same First Day may have meant parents felt they did not know enough to complete survey in term 2, so this may also require the survey being sent out later than term 2.
The centre has many opportunities for families to give verbal informal feedback and this indicated high level of satisfaction throughout the year. A focus on relationships also meant parents felt confident to give constructive verbal feedback. In 2015 we will endeavor to document those comments, including any constructive feedback and the actions taken to respond.
The centre could consider an alternative survey to gauge satisfaction in the future.

8. ACCOUNTABILITY

The Director ensures all required people provide evidence of clearances and maintains a central file of this.
The centre was audited for compliance against Relevant History screening and all educators (including relief personnel) at the site were compliant with this. Volunteers (including all Governing Council) also underwent relevant checks and were compliant. However, there was an issue with the time taken for volunteers to obtain clearances, particularly Governing Council. Contractors such as the cleaner provided evidence to the Director of clearances and wherever possible other contractors (e.g. maintenance) were supervised or work carried out when children not on site. There was an issue with annual photographer who had not received clearance (provided only a National Police check to site). He was closely supervised when working in site but will not be employed again unless correct screening is supplied.
The majority of parents accompanying excursion were able to provide evidence of clearances.


9. FINANCIAL STATEMENT
<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Grants: State</td>
<td></td>
</tr>
<tr>
<td>2 Grants: Commonwealth</td>
<td></td>
</tr>
<tr>
<td>3 Parent Contributions</td>
<td></td>
</tr>
<tr>
<td>4 Other</td>
<td></td>
</tr>
</tbody>
</table>

Appendix 1-Profit and Loss Statement(unaudited) for 2014