



Christie Downs Kindergarten 2016 Annual Report to the Community



Government
of South Australia
Department for Education
and Child Development

Christie Downs Kindergarten Preschool Number: 3616

Partnership: Beach Road

Name of Preschool Director:

Margie Goodwin

Name of Governing Council Chair:

Dannielle Flynn

Date of Endorsement:

23/02/2017

Context and Highlights

General information

- Preschool Director: Margie Goodwin
- Postal address: 14 Charles Street Christie Downs 5164
- Location address: 14 Charles Street Christie Downs 5164
- DECD Partnership: Beach Road
- Geographical location – ie road distance from GPO (km) Approximately 30 kms
- Telephone number: 83824748
- Preschool website address: www.christiedkgn.sa.edu.au
- Preschool e-mail address: Margie.Goodwin816@schools.sa.edu.au
- Enrolment/Attendance: Average enrolments of 50-55 children Average attendance of 45-50 children
- Co-located/stand-alone: stand alone
- Programs operating at the preschool: *Eligible children include Aboriginal and Torres Strait Islander (ATSI) children. Children under the guardianship of the Minister (GOM)

Children assessed with additional needs can attend from 3.5 years

- All other children are entitled to 4 terms of sessional kindergarten in the year prior to starting school (refer to DECD Same First Day Policy)

Sessional Kindergarten for eligible children: 4 sessions per week for 3 year old children and 5 sessions per week for 4 year old children. Session availability includes 2 full days each week for the 3 year olds and 2 and 3 full days per fortnight for the 4 year olds.

Occasional Care: funded for three mornings per week and unfunded crisis care available

Associated Programs: Three Year Old Aboriginal Family Literacy program, Pre-entry, early entry, playgroup, breakfast and transport

Lunch/Full Day Program: full day Monday, Tuesday, Wednesday, Thursday and half day Friday

Preschool Support: as needed and is provided through DECD Preschool Support Services

High school work experience program

University student teacher placement

DECD Aboriginal ECW traineeship

Aboriginal workplace experience through employment agencies

Aboriginal Pathways to Teaching Pilot Program Uni SA Magill

The Aboriginal Family Literacy Program was presented at the Partnership Meeting and the National Aboriginal Women's Conference. We performed at the local Reconciliation Celebration and led the NAIDOC march in the south for the second year. Our site led the parade in the Christies Beach Christmas Pageant. We were invited to perform for the Onkaparinga Council as special guests at the Mayors morning tea. The kindy children and families participated in the local art show held by Amanda Rishworth. Our program included Old McDonalds Farm, ride on the Popeye, visit to the zoo/nature



Report from the Governing Council

The governing council had a very busy year and there was a real commitment from the parents to attend meetings and become involved in the decisions made around the program on offer at the kindergarten. The dates of meetings were held on off pay weeks and families were provided with a meal and staff supervised the children and their siblings

In regards to training and development of committee members panel training was offered through the AEU and was attended by three members of the parent committee. The Directors position was advertised in term 4 as Auntie Margie's tenure was coming to an end. This enabled at least one parent representative to sit on the selection panel for interviews

The parents were very keen to follow up on the Wilto Wadhli project as there were ongoing concerns regarding the lack of space within the centre's main building. Wilto Wadhli are Kurna words for Eagle and Place and the committee and staff translated this into a place where children would soar.

There was a strong representation of parents on the various excursions throughout the year.

In the area of cultural competency training we were fortunate to have Auntie Georgina on the committee to offer advice and support to the program around the maintenance of cultural practices and information sharing

Quality Improvement Planning

4.2.2 Educators, coordinators and staff members work collaboratively and affirm, challenge, support and learn from each other to further develop their skills, to improve practice and relationships.

Staff members develop the confidence to return to full time work/study and included inducting the ECW trainee successfully. Induction processes in place and are culturally appropriate for all staff.

All staff were offered T&D around wellbeing eg. meditation session and there were opportunities and support for staff to feel culturally safe. Support strategies were developed to ensure the well-being of all staff members.

Regular staff meetings with all staff in attendance were encouraged and allowed staff to be engaged in the program and offered them an opportunity to demonstrate their skills and interest. A measure of success was that all staff were engaged in appropriate T&D along with the ECW trainee gaining confidence and competencies/ skills to complete her placement.

Across the year staff attendance at staff meetings supported a stronger program and the centre's philosophy.

3.1 The design and location of the premises is appropriate for the operation of the service An extra learning area which can be used for occasional care, kindy and parent meetings.

Our program incorporated aspects of the Reggio Emilio philosophy and the development of extra space will be dedicated to children's learning through natural materials, mirrors and increase their creative dispositions. This will create an extra space for children and parents which will increase parent engagement and involvement in the program.

To begin this project a meeting will be organized with the building management facilities services area manager. An extra space is available for children and parents.

Children are meeting their targeted learning goals through extended opportunities provided in this space in 2017. this project is ongoing with the priority to provide an active learning environment to suit the needs and interest of children and families at our site.

3.1.1

Outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purpose The replacement of the front boundary fence with as little as possible disturbance to current plants and shrubs.

A safety assessment was conducted by staff and it was flagged as a possible risk. Negotiate with DECD for funding assistance and meeting is arranged with the facilities services area manager A new boundary fence End of Term 2 or beginning of term 3 2017.

3.3 The service takes an active role in caring for the environment and contributes to a sustainable future The establishment of a frog pond was an idea that came about through a child discussing the frogs she kept at home.

This was discussed further at a committee meeting and the parents agreed that it would be a great idea to incorporate a frog pond in our outdoor learning environment. Parent who had the knowledge and experience in this area were happy to support and make a plan and purchase the materials. A success measure would have been that the frog pond was in place and the children were observing and engaging in this area

The aim of this project was the children would develop the skills for an inquiry and investigation around the life cycle of a frog and their habitat. Also, children would understand that frogs are currently under threat of losing their habitat and this would be supported by acknowledging Frog week in September 2016 However this did not eventuate due to lack of support and interest from families and community. Although the frog pond was not developed other methods to engage the children in similar concepts have been implemented eg. borrowing green tree frogs and stick insects from Nature Education.

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2014	39	41	45	52
2015	50	46	51	59
2016	47	47	49	

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

Enrolment Comment

Overall the enrolment data over the three years highlighted that numbers had increased in terms 1,2,& 3 of 2015 and 2016 with a slight decrease in the numbers for 2016. There is a definite pattern in the data which shows how the numbers of enrolments for each year increases slightly in terms 3 & 4. The reasons for this increase in numbers include transient families, homeless and domestic violence. Parents are also encouraging children to attend in readiness for school.

Some families rely on support services such as Coolock house for young mothers and emergency accommodation with red shield for victims of domestic violence and the local health services to gain information and referral to our site.

The children enrolled at our site come from a wide geographic area as they are transported in by bus and as more Aboriginal families move into the area the more demand on the transport program.

Attendance

Year	Term 1	Term 2	Term 3	Term 4
2014 Centre	82.1%	82.9%	80.0%	59.6%
2015 Centre	84.0%	84.8%	76.5%	66.1%
2016 Centre	76.6%	87.2%	77.6%	
2014 State	90.0%	88.9%	86.1%	87.1%
2015 State	90.5%	88.7%	86.3%	86.3%
2016 State	89.6%	88.7%	87.7%	

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 Comment

Our data reveals that in terms 3 & 4 there tends to be a pattern of very low attendance across the three years I feel this is due to the short term and the hot weather also families are preparing for Christmas and the cultural practices of visiting extended family members in rural areas or interstate. Other reasons could include illness family issues homelessness and cultural reasons.

The attendance figures demonstrates a decline in terms 3 & 4 over the three year period for our centre compared to the same or slightly higher for the overall state data. It was interesting to note that the site term 2 2016 percentage was only lightly lower than the state figures and the highest over the three year period.

Destination Schools

Feeder Schools (Site number - Name)	2014	2015	2016
0323 - Coorara Primary School	3.9%	5.8%	5.8%
0362 - Port Noarlunga Primary School	7.7%	1.9%	0.0%
0379 - Reynella Primary School	0.0%	0.0%	3.9%
0921 - Christies Beach Primary School	3.9%	5.8%	5.8%
1019 - Christie Downs Primary School	57.7%	48.1%	63.5%
1059 - Pimpala Primary School	0.0%	3.9%	1.9%
1060 - O'Sullivan Beach Primary School	0.0%	3.9%	3.9%
1066 - Hackham East Primary School	0.0%	0.0%	3.9%
1067 - Huntfield Heights Primary School	3.9%	3.9%	0.0%
1068 - Noarlunga Downs Primary School	7.7%	7.7%	1.9%
1098 - Lonsdale Heights Primary School	0.0%	1.9%	0.0%
1131 - Hackham West R-7 School	7.7%	3.9%	3.9%
1142 - Flaxmill School P-7	0.0%	1.9%	0.0%
1207 - Seaford K-7 Birth-Y7 Campus	0.0%	5.8%	1.9%
1855 - Seaford Rise Primary School	3.9%	0.0%	0.0%
1907 - Reynella East College	3.9%	0.0%	1.9%
8016 - Southern Montessori School	0.0%	0.0%	1.9%
9014 - St John the Apostle Catholic School	0.0%	5.8%	0.0%
Total	100%	100%	100%

Destination Schools Comment

The data shows the number of feeder schools had decreased to twelve which is down one compared the 2015 data. There has been a large increase of around 15% in the number of children transitioning to Christie Downs Primary School and 5% the previous year. We had no students going off to Pt Noarlunga, Lonsdale Heights, Flaxmill, Huntfield Heights and St John the Apostle for the first time in the three year period. There was one enrolment for Southern Montessori School and one for Reynella Primary School along with Hackham East Primary which had 3.9% Enrollments to Christies Beach Primary School stabilized and Noarlunga Downs declined.

Client Opinion Summary

Our site gathered data on the client opinions through a variety of sources these included the parent survey given out in third term. The target group was to focus on 'exiting' families of the children who were going off to school the following year.

The rationale behind this was-

1. To gauge the range of parent satisfaction with the learning program
2. To evaluate the school transition program

The floor and bus book was another way of gathering information from parents. Written comments in the floor book on the daily activities or particular significant cultural events taking place at our site or on excursions. Others means include informal conversations, interactions with staff and parents on the bus in the morning and afternoon and phone calls. The site also develop a parent survey on their child learning and this gave us insight of parent expectations. The governing council meetings allowed parents the opportunity to provide feedback and offer suggestions for programming and planning ideas particularly around Aboriginal cultural perspectives.

Comments from the survey included "My child is learning a different language and about the world and teaching me when she get home" " The CAFHS nurse was very understanding about my child's needs and directed us to seek further help in the right areas the staff are all friendly and cater for my child's needs.

Other comments from the floor and bus book included ".....enjoyed her time at kindy very much and looked forward to coming every day. She has made lots of friends and it been great to see her grow up and become ready for school next year. Thank you to every one who has helped look after her and who have taught her. Also, I would like to say an extra special thank you to Aunty Margie and the rest of the staff for providing extra support to us during health issues.

DECD Relevant History Screening

Our site values and respects the contributions parents, extended family members, community members and Elders have to offer our program. It is important to be inclusive of the community as our programs aims are to support community development. The criminal history screening process was significant for Aboriginal parents because of the historical background and negative past experiences with police and other government organizations. The criminal history screening process changed a number of times throughout the year and this made it difficult to process the completed forms in bulk.

Financial Statement

	Funding Source	Amount
1	Grants: State	\$496,926
2	Grants: Commonwealth	N/A
3	Parent Contributions	\$2,452
4	Other	\$5995

2016 Preschool Annual Report: Improved Outcomes Funding

Improved Outcomes Category (where applicable to the site)	Briefly describe how the 2016 funding was used to improve the relevant DECD Standard of Educational Achievement * outcomes (where applicable):	Outcomes achieved or progress towards these outcomes:
Improved outcomes for numeracy and literacy	The Numeracy and Literacy funding was allocated for a .8 teacher and other staffing including TRT. Resources were purchased to support the children achieve success in the areas of numeracy and literacy indicators.	Most of the children reached their targeted learning goals where as others made significant progress towards their goals.
Improved ECD and Parenting Outcomes (Children's Centres only)		
Improved outcomes for children with disabilities	Our site implemented a preschool support program with a focus on speech and language and well being. The PSP allocation enable our site to provide one on one sessions for each child with an experienced ECW and student teacher with a major in special education.	The children's learning goals were achieved and strategies implemented for transition to school.
Improved outcomes for children with additional language or dialect	N/A	

* The DECD Standard of Educational Achievement is defined as children and young people progressing and achieving at or above their appropriate year level.