

Form summary

Report type

Please indicate your report type. This will determine the questions you need to complete in this form.

Preschool (SACE questions, and other questions not relevant to preschools will be excluded)

Site details

Site name Port Lincoln Children's Centre

Site ID 4164

Name of preschool director Mrs Joanne Smith

Name of governing council chairperson Colleen Gay

Upload an image you would like to be used on the front page of your Annual Report IMG_0558 (Small).JPG

Overview

Site context and highlights

Port Lincoln Children's Centre is a Category 1 site in Port Lincoln. In Term 4 2022, 53 children were enrolled which includes 27 Aboriginal children who started kindy as 3 yrs old for 12 hours per week. We held a very successful and well-attended Family Night in term 2, families gathered around the fire for a yarn and catch up as well as supporting their children to toast marshmallows, they enjoyed Kangaroo tail stew and damper prepared by Long Day Care cook Emma. We went on an excursion in light rain along the Parnkalla Walking trail during Reconciliation Week. Our Koala Group of children visited the Lincoln Gardens Cultural area, which was very well presented by Principal Sandra Spencer. It was very informative and hands on learning for our children. In term 4 we held a fantastic Graduation Ceremony with many family members attending. The Port Lincoln Aboriginal Health Service donated Graduation Gifts of a backpack, lunch bag and water bottle for the children to start school in 2023. The Port Lincoln Aboriginal Community Council catered a delicious brunch for children and families to share after the ceremony.

The group population includes approximately:

- 96% Aboriginal Children
- 7.5 % children diagnosed with a disability
- 38 additional children required weekly support for speech, language, social behaviors, separation anxiety, well-being

Preschool operates alongside PLCC Long Day Care Program, which is great for cross age learning and interactions between preschool and long day care children.

On behalf of our Governing Council Committee, I would like to thank all the staff of Port Lincoln Children Centre for another amazing year. You all work together to provide such a high-quality Centre that provides strong learning foundations for our children both academically and emotionally.

We are all so very proud to be a part of such a wonderful centre that makes our children happy and capable little learners. We look forward to seeing what other wonderful things happen in 2023 at PLCC.

Specific highlights from this year include:

- Covid has impacted our Centre, but children, families and staff continued to provide quality care and learning
- The Centre staff continue to embed Aboriginal perspectives into daily routines and staff are currently involved in the Department for Education Culturally Responsive Framework. This framework increases their knowledge and understanding of cultural safety and awareness in the centre.
- Kindy enrolments have increased up to 55 children over the year. Long Day Care enrolments continue to grow, there is a waitlist for our Long Day Care program which shows that families are wanting to bring their children to our centre.
- Kindy staff have participated in professional learning opportunities to reflect, analyse and plan for numeracy and literacy next steps.
- Staff also attended training focusing on sensory processing and supporting emotional regulation in pre-schoolers which has given them a deeper knowledge and understanding of all children's needs.
- A centre focus was also about teaching children about their rights as an individual, especially in regards to the Keeping Safe: Child Protection Curriculum. Language and books used were age appropriate and helped children to learn about keeping their bodies safe, trusted adults and who to ask for help.
- Children have enjoyed the outdoor spaces, especially the bike track which is a great way of learning to share, be patient, wearing a helmet, weeding the veggie garden and helping to water and pick ripe veggies. This helps children to learn about how veggies are grown and not just bought in the shop.
- Family Night was a huge success with families yarning and catching up around the fire. Emma cooked a very delicious Kangaroo tail stew and damper. This is a very important event

Governing council report

that we can now continue with after being impacted by covid-19 over the previous years.

I would like to congratulate all staff, children, parents, and community of the Port Lincoln Children Centre on another successful year.

Thank you, Colleen Gay. Chairperson, 2022.

PLCC Improvement goal: To increase children's understanding of patterning to improve their mathematical thinking.

Challenge of practice: If we design intentional environments, that allow children to discover and talk about patterns then we will improve children's mathematical thinking. Success criteria: Through ongoing analysis of our pedagogical documentation we will see children; - recognise patterns in play. - communicate the 'rule' of a pattern to someone else i.e black, white ,black, white. - transfer patterning skills across mathematical concepts eg number sense.

Koala group: The children that have good attendance you can see that most can recognize patterns in play, Children with low attendance still need some help. We heard children saying this is a pattern, heard children talking to each other about patterns, children using the language of pattern at home, staff observed children making patterns, staff collected data through small group intentional teaching record books, checklists, photos, daily floor book and learning stories. There were different levels of understanding to explaining the rule of pattern – the higher achievers can explain the rule of pattern independently, others can achieve with modelling and support, some still needing support. Some children were able to transfer their knowledge of pattern across different concepts such as naming repeating patterns in dance, songs, on their clothing, patterns are everywhere.

Gulda group: We noticed that children needed to know number sense before they could recognize patterns in play. A few children but not all could explain a pattern. Some children were able to transfer patterning skills across mathematical concepts.

NQF priorities:

1. Leadership; the director to support and lead the development and implementation of educational program, assessment & planning cycle and to build knowledge capacity of educators to increase their understanding of using evidence based research to inform their practice

Research articles were provided for staff to read and followed up by discussions. This priority was achieved with some room for improvement.

Preschool quality
improvement planning

2. Interoception Awareness: Build educator knowledge "to help children connect to and learn to understand their own bodies and emotions" Interoception Guide.

Training was achieved in Educator Knowledge, an environmental audit was conducted – some of the recommendations were implemented, others have not been implemented. We still need to go deeper in our teaching of feelings and understanding our bodies.

3. Informing families about children's progress on a regular basis.

Families were informed through Learning stories and Individual Learning Programs, we received some feedback from parents on these documents, Newsletters to families 3 times a term and notes. We will trial Storypark for more feedback next year.

Staff feedback: We acknowledge children's ideas and thinking, in our learning stories we have designed a question for families to answer in their feedback. Children's voice is documented in floor book discussions, ILP information from child.

Preschool enrolment

Number of children enrolled at the preschool for term 4 2022:	53
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Performance and attendance

Please enter the % of children that attended your preschool in Term 4	99
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Attendance comment

One child enrolled in August for 12 hrs per week did not settle into kindy routines. This child also enrolled in PLCC Long Day Care which is co-located alongside kindy. We talked with her carer and LDC staff to support child to come to kindy when she felt confident. This child came to some sessions for a short while and participated in some group learning.

Most individual attendances were good however there are a small group of children with poor attendance. Covid-19 and illness impacted some children's attendance.

Destination comment

Kirton Point Primary School 6
 Port Lincoln Junior Primary School 8
 Lincoln Gardens Primary School 4
 Navigator College 3
 Saint Joseph's School 1

Term 2 1 child started school at Saint Josephs

Term 3 1 child started school at Kirton Point Primary School
1 child relocated to Queensland and 1 child relocated to
Western Australia

Behaviour and parent opinion

Parent survey

1. -18 parents responded that they strongly agree that they think their child receives high quality teaching at PLCC
2. - 8 parents agree and 13 strongly agree that their child's teachers know what their child can do and what he/she needs to learn
11. - 6 parents agree and 15 strongly agree that their child is motivated to learn at PLCC
15. -4 parents agree and 16 strongly agree that their child would receive support for any special needs he/she had
24. -5 parents agree and 17 strongly agree that they feel welcomed at PLCC. 1 parent had a neutral response.
25. -4 parents agree and 17 parents strongly agree that the preschool assists the development of their child's personal and social skills. 2 parents had neutral responses
26. -4 parents agree and 17 parents strongly agree that they are comfortable approaching their child's teacher to talk about his/her progress. 2 parents had neutral responses
- 28 -8 parents agree and 13 parents strongly agree that there is a broad variety of communications that inform them

Parent Program feedback:

Throughout the year our parent program facilitator developed and provided learn at home packs to families to support them in their literacy and numeracy understanding of skills their children are learning at kindy. These packs build on parent/carer literacy and numeracy skills. Families were supported with home visiting program. Feedback from Parents indicated that they became more confident in using the activities and identifying skills that their children need support with as well as noticing their children were wanting to read more and enjoyed doing the activities as a family.

Screening history

Relevant history screening

All staff have current DHS Working with children checks. We have a system in place with a spreadsheet that is checked, to ensure applications are processed well before expiry dates. PLCC begins the application with the expectation that the staff member will check their emails to complete their section, reminders are provided to staff.

Financial statement

Grants: State	707151
Parent contributions	4762
Other	85194

Improved outcomes funding

Briefly describe how the funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Funding used to employ a teacher that enabled kindy team to increase literacy and numeracy outcomes for children. Focus for literacy was to increase children conversational reading skills. Phonological Awareness was also a focus to increase children PA skills. Collaborative discussions and planning for all educators to design and implement our numeracy goals to achieve success criteria in 3 concepts of patterning.
Outcomes achieved or progress made towards these outcomes	90% of 4-5 yr old children achieved 2 of the success criteria for patterning- recognise patterns in play and - communicate the 'rule' of a pattern to someone else Support workers implemented individual speech, oral language groups and small social skills intervention, supported children to engage and participate in learning experiences, positive /appropriate social interactions with peers, interoception awareness to help children to self-regulate . Staff access professional learning to increase their professional knowledge to best support individual and groups of children
Briefly describe how the funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	We hosted an Autism workshop in February 2021 for parents and staff. The Healthy Kids Clinic continued with regular checks and follow-ups provided by PLAHS child health team.
Outcomes achieved or progress made towards these outcomes	Speech and language has improved, interoception strategies implemented, staff receive support from Special Educator & Speech Therapist
Briefly describe how the funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	not applicable
Outcomes achieved or progress made towards these outcomes	not applicable