



Kalaya Children's Centre Annual Report 2015



1. CONTEXT

Preschool Name: Kalaya Children's Centre

Preschool Number: 5622

Preschool Director: Lynette Callaghan

Partnership: Le Fevre Peninsula Partnership

We commenced operation in our newly renovated Centre in 2014. The numbers of children accessing our centre each day has been at our site capacity of 78. Our groups were structured to ages and numbers of children to ensure we were able to accommodate enrolment requests.

2. REPORT FROM GOVERNING COUNCIL

The Management Committee at Kalaya Children's Centre has been consistent for the past few years; this is due to the recruitment for the committee being structured in a way that allows for continuity. Our Centre is fortunate in that we can have some parents across the age groups with children in long day care and in the preschool program. Importantly though, this does not hinder any opportunity for new members to join the Management Committee each year.

Our committee aims to support families through being actively involved in our Centre and with our staff team. Kalaya Children's Centre's Community Development Coordinator attends each staff and Management Committee meeting to ensure that the committee is involved in all community opportunities and events. Debt recovery has been a focus of the Management Committee and as a result of this debt due to unpaid fees has decreased and is now at a manageable level.

3. HIGHLIGHTS FROM 2015

Kalaya Children's Centre children attended and/or were involved in many cultural events and celebrations throughout 2015 including;

- Chinese New Year on in February 2015
- Watto Purrinna Children and Families Expo
- Port Adelaide Health excursion for "close the gap" celebrations, smoking ceremony and singing for the community.
- Focus on "Free Art" and why it is so important for children
- Reconciliation Events with trip to the city during reconciliation week
- Book week celebration and dress ups

The Kalaya Director was involved in the newly introduced DECD Results Plus Program as the Early Years Representative for the Le Fevre Peninsula

Partnership. This program provided professional development opportunities around the 'plus' of numeracy teaching and learning.

The program focuses on the following 4 expectations:

- Track and Monitor every learner's growth
- Have a numeracy and literacy improvement cycle
- Enact changes in pedagogical practice
- Identify and enact clear intervention processes

4. QUALITY IMPROVEMENT PLAN

Quality Area 1: Educational Program and Practice

Standard 1.1.4: The documentation about each child's program and progress is available to families.

Identified in the 2014 Family Surveys was the need for families to have more information about how their children are progressing developmentally. Our focuses for 2015 included examining ways to share information with families. There was a dramatic increase in the use of learning stories, the introduction of "moving and improving" which provides a good measure of where children have moved to. Additional improvements include; termly overviews provided to preschool families. There was also an aim to have an increase in the response to the question on the parent survey to ensure that we are providing adequate and relevant information to families in a timely manner. Our Kuranye (babies room) commenced reporting termly on babies progress in addition to their ILP's.

Standard 1.2.2 – Educators respond to children's ideas and play and use intentional teaching to scaffold and extend each child's learning;

Throughout 2015, our educators refined the teaching and learning structures already in place as they familiarised themselves with the newly introduced DECD Preschool and Numeracy Indicators. The Preschool Numeracy and Literacy Indicators are underpinned by the Early Years Learning Framework and;

- Describe how a child sees, interacts with and explores their world.
- Identify aspects of numeracy and literacy learning that can be observed in the day to day learning context of a preschool
- Are interconnected and not sequential

The indicators are represented through the learning processes, indicators and key elements. In 2016, there is an expectation that our educators utilise the indicators when planning for children's learning as they provide a focus for teacher observations. The indicators help teachers recognise the ways in which young children develop numeracy and literacy understandings, skills, behaviours and dispositions. Work around the indicators is on display in parto.

Quality Area 2: Children's Health and Safety

Standard 2.3.2 Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury;

Throughout 2015, there has been a deliberate increase in the (formal and informal) communication processes between home and centre. There has been an effort to share information around childrens' safety and identification of high risk practices. In 2015, there was an overhaul of the health information sharing practices both in and between rooms throughout the centre. Regular information/updates and discussion to ensure that all stakeholders are fully and continually informed of each child's health needs regardless of the room they regularly attend.

Quality Area 3: Physical Environment

Standard 3.2.2 Resources, materials and equipment are sufficient in number, organised in ways that ensure appropriate and effective implementation of the program and allow for multiple uses

With the creation of flexible and productive spaces for all children attending the centre – the room dividers have allowed for flexible learning spaces. In 2015, it has been recognised that the indoor resources, materials and equipment at the centre exceed the requirements of quality area 3. The focus is not moving towards the outdoor learning spaces with a particular focus on the best use of the natural environment.

Quality Area 5: Relationships with Children

Standard 5.1 Respectful and equitable relationships are developed and maintained with each child.

The children attending Kalaya Children's Centre are assisted in developing their own problem solving skills, we recognize that this will support them through life long experiences. In 2015, the use of the Reflect, Respect, Relate observational scales enabled the staff to assess the learning environment at the centre, in addition to and as a staff team consider the relationships and wellbeing of children attending our centre and how we contribute to that individually and collectively.

Another focus in 2015 was to examine how we as a centre can provide more opportunities for families to participate in events and programs at the centre. The strategies that have been introduced to support this are listed in the Community Development Coordinator's report in the following section of this report "Intervention and support Programs".

5. INTERVENTION AND SUPPORT PROGRAMS

Weekly Support Programs:

Weekly support programs conducted in 2015 included playgroup, music groups (supported by Sing & Grow Australia) and cooking programs for families (run by Watto Purrinna Health). A flexible approach to service delivery (including home visiting in some instances) supported program growth throughout 2015. Continued flexibility in program delivery will be required in 2016 to support families to access these services.

Community Events:

In 2015, three community events were held throughout the year (Grandparent's Day in Term 2, Fundraising Disco in Term 3 and Christmas Party in Term 4). These events provided to be a very popular way for the community to come together – with families having the opportunity to both meet with old friends and to make new connections.

Health Promotion Activities:

Health Promotion activities that occurred in 2015 included a 6-monthly immunisation clinic (funded by Port Adelaide Enfield Council), quarterly Ear Screening (through Watto Purrinna) and 6-monthly dental screening (through SA Dental). Referral rates in each of these programs remained at approximately 25% - highlighting the ongoing need for our centre to provide access to these services.

Grant Funded Programs:

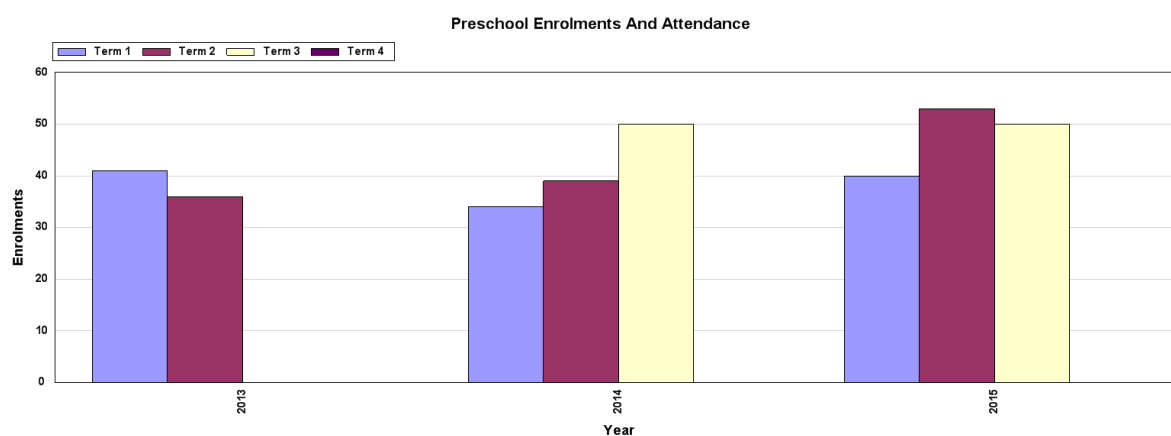
Kalaya Children's Centre was successful in obtaining several grants in 2015 – including a Port Adelaide Enfield grant to run a women's fitness program and a YATES Australia grant to establish a bushtucker garden.

Inclusive Preschool Program:

The Inclusive preschool program with a focus on hearing impairment continued with Kalaya Children's Centre being the host site for 2015. The IPP Program Coordinator worked closely with Kalaya staff members, speech Pathologists and the Kalaya community to ensure children with fluctuating hearing loss were supported and provided programs that enabled children to fully participate in the preschool program.

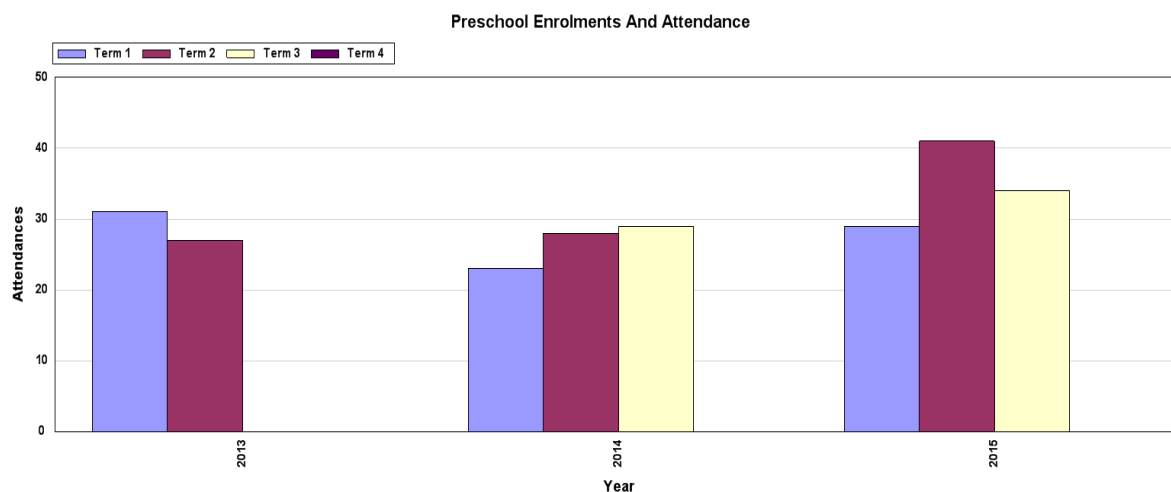
6. STUDENT DATA

6.1 Enrolments



The graph above is representative of preschool enrolments only at Kalaya Children's Centre. It does consider all children in their "eligible year" of preschool which includes three year old Aboriginal and GOM children. As an integrated site, the enrolment in the preschool program does determine the amounts of long day care spots made available. There has been a change in each term with the three year height of our enrolments being 50+ in term 2, 2015. The term four, 2015 data was not available at the time of printing this report.

6.2 Attendance



As with the centre enrolment figures, the attendance figures fluctuates from term to term. As a mirror image to the enrolment data, there was a three year heightened attendance in term two, 2015. So not only did the centre have a higher enrolment, attendance was also high in this term.

6.3 Destination – Feeder Schools

Site	Type	2013	2014	2015
0202 - Alberton Primary School	Gov	26.7	36.8	22.2
0714 - Challa Gardens Primary School	Gov	6.7	5.3	
1022 - Grange Primary School	Gov	13.3		11.1
0207 – Kilkenny Primary School	Gov	6.7	10.5	11.1
0908 – Ocean View P-12 College	Gov	13.3	5.3	
1203 – Westport Primary School	Gov	13.3	5.3	11.1
1904 – Woodville Gardens School B-7	Gov	6.7	5.3	11.1
0219 – Largs Bay School	Gov		5.3	11.1
0397 – Seaton Park Primary School	Gov		5.3	
0337 – Pennington School R-7	Gov			11.1
9069 - Our Lady of Mount Carmel Parish School	Non-gov	6.7	5.3	
8311 – St Aloysius College	Non-gov	6.7		
8222 – Dominican School	Non-gov		5.3	11.1
8386 – Portside Christian College	Non-gov		10.5	
Total		100.1	100.2	99.9

Our feeder school data continues as there is a reasonable spread of schools that Kalaya Children's Centre children attend. With the closest geographical school at Alberton being the school of choice for the last three years.

7. CLIENT OPINION

Overall family surveys' regarding the various criteria was similar to the responses in 2014. The only major deviation was regarding comments made by families in how the centre can improve – 60% of families provided this.

Feedback was positive (all families “agreed or strongly agreed” with all 10 areas of the survey including:

- Feeling welcome at the Centre
- The staff at the Centre being approachable
- Child happy and settled with staff and talks positively about them
- Child learning and developing new skills
- Sufficient opportunity to talk about child progress
- Believe that child feels safe, secure and supported in their learning at the Centre
- Informed about the centre programs
- Facilities and equipment at the site are of a high standard
- The learning program at the centre is responsive to child's needs
- Opportunities to be involved in the preschool

It is certainly encouraging to receive positive feedback from families, as it provides solid feedback on current practices and our centre environment. However in the absence of “neutral”, “disagree”, “strongly disagree” or “don't know” recorded in the 2015 family survey, it is the family comments that will enable us to progress and identify improvements at the centre.

Some responses to the question: “What areas do you think we need to work on to improve the Centre?” include:

- Update website and introduce Facebook page
- More excursions for the children
- Improved communication at the end of each day
- Family programs to be offered “out of hours”

When developing our 2016 Quality Improvement Plan – the responses to the above question will be fully considered.

8. ACCOUNTABILITY

All employees, volunteers and persons engaged with Kalaya Children's Centre meet the screening and suitability requirements of the “Screening and Suitability – Child Safety” procedure (and the related policy). Our centre was audited in 2015 in relation to this area and has implemented the recommendations in relation to maintaining additional records in this regard.

9. FINANCIAL STATEMENT

	Funding Source	Amount
1	Grants: State	\$775,410.36
2	Grants: Commonwealth	\$456,611.27
3	Parent Contributions	\$297,576.41
4	Other	\$69,872.76

A detailed Financial report (Profit and Loss Statement) is available on request.