



Ingle Farm Children's Centre 2016 Annual Report to the Community



Government
of South Australia
Department for Education
and Child Development

Ingle Farm Children's Centre Preschool Number: 2630

Partnership: Montague

Name of Preschool Director:

Nadia Carruzzo

Name of Governing Council Chair:

Anita Meinel

Date of Endorsement:

28/11/2016

Context and Highlights

Preschool Name: Ingle Farm Children's Centre
Preschool Director: Nadia Carruzzo

Preschool Number: 2630
Partnership: Montague

Ingle Farm Children's Centre is a large, vibrant and diverse community that mainly attracts families living in the Ingle Farm, Mawson Lakes, Walkley Heights, Pooraka, Para Vista and Para Hills areas. Some families also travel from further afield generally because care is offered in the area (e.g. family members, child care or family day care).

We have a mix of families from a range of backgrounds including indigenous and non-indigenous Australians as well as families with many different linguistic and cultural backgrounds. In 2016 approximately 40% of children speak languages other than English at home with Indian languages (Punjabi, Hindi and Gujarati) being spoken by a large majority of children and their families. Other languages include Dari, Farsi and Arabic.

Centre team.

Children and families were involved in a number incursions and excursions:

- o Patch Theatre's performance
- o National Reconciliation Week celebration including attending assembly and the associated celebration with Ingle Farm Primary School
- o Many creatures visited the kindergarten during the year with children offering the opportunity to observe the creatures up close. These included Wanderer butterflies, stick insects, the centre's worm farm and the life cycle of the tadpoles from our frog pond. Ali Barry (teacher) shared some creatures from her home including her chicks and Love Birds
- o Cultural celebrations including Chinese New Year, Holi and Diwali with family and educator input
- o Visit from Farmer Darcy with her collection of rescued animals to celebrate the end of the year
- o Visits from community members: Salisbury Library, SAPOL and Metropolitan Fire Fighters

NQS Assessment: During Term 4 the staff team worked hard to prepare for the National Quality Framework Assessment visit where we were assessed against the National Quality Standards. We achieved an assessment of EXCEEDING, a huge achievement for the kindergarten team.

Report from the Governing Council

The 2016 Governing Council consisted of parents and caregivers of children in both kindy and occasional care. Meetings were held twice a term and whilst agendas were set, and issues were discussed, the atmosphere was always relaxed and enjoyable.

This year's council group was small, but they were effective at providing a voice for the parent community on important decisions regarding the Children's Centre. They also supported events that took place throughout the year including the Welcome Night and fundraising activities, providing assistance behind the scenes in many ways.

It has been a productive year with a significant and valued contribution from all members. Thank you to all the parents for their role on the Governing Council this year and we wish next years Governing Council all the best for 2017.

Anita Meinel, 2016 Chairperson

Quality Improvement Planning

All outcomes described in the QIP for 2016 were addressed with each staff member discussing their role and responsibility for the outcomes during performance meetings. All staff members including members of the occasional care team, allied health and community development were involved in review of the previous QIP, setting goals for the 2016 QIP and the implementation. Twice over the year each staff member was given the opportunity to provide progress reports relating to the goals, our achievement of targets and further suggestions for strategies.

Quality area 1 : Educational program and practice certainly was the main focus for 2016. Over the year improvements were achieved in communication with families, a specific goal being to seek further strategies to involve families more in setting goals for their children as well as the implementation of different processes for reporting to families about the learning children were involved in. Certainly the 2016 parent opinion survey responses indicate overall increased satisfaction in this area.

Further work focused on the cycle of curriculum planning, to ensure that all planned experiences linked to the interests, needs, abilities of each child and their voice was evident in the curriculum.

The DECD literacy and numeracy indicators, Growth Mindset and sustainability were also a strong feature of the QIP.

Other achievements included a review of the centre philosophy, exploration of the DECD and ECA Code of Ethics/Code of Conduct, and the communication of emergency procedures practices to staff and families. Initial professional development and discussions have begun about developing an Aboriginal Reconciliation Action Plan but with further professional development and team discussions to occur as a foundation for moving forward.

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2014	115	122	120	119
2015	89	101	99	102
2016	85	84	84	

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

Enrollments since 2014 have been decreasing with 2016 being lower than both 2014 and 2015. These enrollment numbers are certainly consistent with trends for Ingle Farm both as a children's centre and when it was a stand-alone kindergarten. Historically numbers have always fluctuated greatly from year to year. Over the past two years families have enrolled their children quite late in the year, later than previous years. In 2016 a smaller number enrolled in term1 with these numbers remaining steady for the year. Children and their families who left the centre were replaced by new enrollments. Feedback from families continues to be very positive with a group of families choosing to travel out of their area and past a number of local kindergartens to attend Ingle Farm due to positive reports.

Attendance

Year	Term 1	Term 2	Term 3	Term 4
2014 Centre	85.2%	82.0%	81.7%	85.7%
2015 Centre	87.6%	85.1%	81.8%	84.3%
2016 Centre	83.5%	83.3%	79.8%	
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

Attendance continues to be below the state average for Ingle Farm Children's Centre though the centre implements a number of strategies to inform families of the importance of regular attendance at kindergarten. This has included information in newsletters, articles, speaking to individual families as well as speaking with all families at transition meetings. Attendance in 2016 was lower than previous years with term 3 the lowest for at least the last 6 years. Analysis of the data indicates that a large majority of children do attend very regularly and are only absent when ill. Staff follow up all unexplained absences but families are often very difficult to reach.

Destination Schools

Feeder Schools (Site number - Name)	2014	2015	2016
0305 - Nailsworth Primary School	0.0%	0.0%	1.1%
0314 - Northfield Primary School	0.9%	0.0%	0.0%
0352 - Pooraka Primary School	2.7%	4.0%	2.2%
0665 - Hillcrest Primary School	0.9%	0.0%	1.1%
0923 - Stradbroke School	0.9%	0.0%	0.0%
0925 - Ingle Farm East Primary School	4.6%	6.7%	5.6%
0949 - Elizabeth Vale Primary School	0.9%	0.0%	0.0%
0987 - Mawson Lakes School	6.4%	8.0%	4.4%
1028 - Charles Campbell College	0.0%	0.0%	1.1%
1043 - East Marden Primary School	2.7%	0.0%	0.0%
1048 - Para Vista Primary School	0.9%	0.0%	0.0%
1134 - East Para Primary School	0.9%	0.0%	1.1%
1162 - Ingle Farm Primary School	40.0%	37.3%	41.1%
1201 - Gulfview Heights Primary School	2.7%	0.0%	0.0%
1210 - Modbury West School	0.9%	0.0%	1.1%
1228 - Felixstow Community School	0.9%	0.0%	1.1%
1879 - Playford Primary School	0.0%	0.0%	1.1%
1903 - Blair Athol North School B-7	0.9%	0.0%	0.0%
8003 - Heritage College Inc	8.2%	9.3%	4.4%
8027 - Pedare Christian College:Junior Sch	1.8%	0.0%	1.1%
8032 - Cedar College	2.7%	1.3%	2.2%
8205 - Blackfriars Priory School	0.9%	2.7%	0.0%
8226 - Golden Grove Lutheran Primary School	0.9%	1.3%	2.2%
8314 - Saint Ignatius' College	0.9%	0.0%	0.0%
8364 - St Paul's College	1.8%	6.7%	2.2%
8385 - Saint David's Parish School	0.9%	0.0%	0.0%
8411 - Torrens Valley Christian School	0.0%	0.0%	1.1%
8419 - Good Shepherd Luth Sch - Para Vista	4.6%	2.7%	6.7%
8421 - King's Baptist Grammar School	0.9%	0.0%	0.0%
8439 - Tyndale Christian School	0.9%	1.3%	2.2%
8500 - Islamic College of South Australia	0.0%	0.0%	1.1%
9013 - St Francis of Assisi School	0.9%	1.3%	0.0%
9016 - St Gabriel's School	0.9%	1.3%	0.0%
9031 - St Martin's Catholic Primary School	0.9%	0.0%	3.3%
9040 - St Francis School	0.0%	1.3%	0.0%
9043 - Burc College - Gilles Plains Campus	0.9%	2.7%	1.1%
9072 - St Augustine's Parish School	0.9%	0.0%	0.0%
9088 - St Pius X School	0.0%	1.3%	1.1%
9115 - Prescott Primary Northern	0.9%	8.0%	6.7%
9116 - St Paul Lutheran School	0.9%	2.7%	2.2%
9155 - Garden College	0.0%	0.0%	1.1%

9402 - Sunrise Christian School	1.8%	0.0%	0.0%
Total	100%	100%	100%

Destination Schools Comment

In 2017 we will feed into 26 public and private schools, up from 18 in 2015. 61% of families have chosen public education up from 56% in 2015. Enrolments for Ingle Farm Primary School have increased from 37.3% in 2016 to 41.1% in 2017. Children will attend 4 of the 5 primary schools in the Montague partnership. Ingle Farm Primary continues to be our main feeder school for the fourth year in a row. We believe this is due to the fact that the children's centre is co-located with the school so parents are considering the school as a positive schooling option for their children because of the close proximity of both services.

Client Opinion Summary

Surveys were given to all kindergarten families during terms 3 2016. Of the approximately 75 families who received surveys, 15 were returned or completed online, approximately 20% of the total number of surveys distributed.

Overall the survey responses show a significant improvement compared to 2015. Of the 44 statements asked in the survey, 3 statements received 80-87% agree/strongly agree responses. The remaining 41 statements received 93%-100% agree/ strongly agree responses.

QUALITY OF TEACHING & LEARNING; Based on the data provided there has been an increase in overall satisfaction compared to 2015.

SUPPORT OF LEARNING: Of the 12 statements in this section, 8 out of the 12 statements achieved strongly agree responses; with 11 out of 12 achieving a 100% agree/strongly agree responses.

RELATIONSHIPS AND COMMUNICATION; Responses ranged from 93%-100%. Of the 13 statements 11 achieved 100% agree/strongly agree responses.

LEADERSHIP AND DECISION MAKING; In 2016 responses ranged from 80%-100% choosing to strongly agree/agree with the statements. 6 statements attracted 100% agree/strongly agree responses.

Parent comments included:

“Overall very satisfied with the preschool and will recommend to other parents”

“All the staff at the centre have exceeded our expectations”

“It’s helpful to see and know that each child has an individual plan catered for strengths and weaknesses”

DECD Relevant History Screening

A criminal history screening audit was conducted at the centre in November 2014 and recommendations and advice received during that process have been taken into account when developing systems. A site specific system has been developed which indicates the type of screening (teacher or DSCI) and the expiry dates for all screenings. If an updated screening is required by staff employed at the centre, an online application is initiated at least 3 months prior to the expiry date.

Financial Statement

	Funding Source	Amount
1	Grants: State	
2	Grants: Commonwealth	
3	Parent Contributions	
4	Other	

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	Funding was used to purchase a range of resources to extend children's understandings in this area. These included children's non-fiction books, teacher reference books, mathematical equipment and resources. Funding also supported professional development at TRT to support attendance at Results Plus conference days.	The above activities enabled teachers to develop and deliver a more challenging program which further supported children to build their literacy and numeracy understandings.
Improved ECD and Parenting Outcomes (Children's Centres only)	A total of 14 children received preschool support this year. Needs ranged from speech/language delay, global delay and autism. Funding supported one on one interactions as well as small group learning, following the recommendations of professionals such as the DECD speech pathologist.	All children have made progress in their learning, skills and abilities as is evident in their Statement of Learning and the tracked data from the "Data Wall".
Improved outcomes for children with disabilities	This year approximately 40% of children speak a language other than English at home with a higher proportion of children coming from a culturally diverse background though they may speak English in the home (over 50%). We have supported these children by accessing the DECD Preschool Bi-lingual Programme where bi-lingual Early Childhood Workers (ECWs) have been employed to support children and their families, as well as helping with translation. 14 children have accessed this support.	Playing games, listening to stories and visuals were used throughout the centre to further support student comprehension of the English language.
Improved outcomes for children with additional language or dialect		

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