



# Lucy Morice Kindergarten

## 2020 annual report to the community

Lucy Morice Kindergarten Number: 5631

Partnership: Adelaide - Prospect

Signature

Preschool director:

Lisa Ringwood

Governing council chair:

Lisa Baklavas

Date of endorsement:

14 December 2020



Government  
of South Australia  
Department for Education

## Context and highlights

Lucy Morice Kindergarten was established in 1935 and has a proud history of providing quality early childhood education and care programs. The kindergarten has been described as North Adelaide's 'hidden gem', with its established and extensive garden and outdoor play area and located in leafy surrounds, adjacent to Adelaide's parklands and CBD.

Our Occasional Care program is well utilised and incorporated into the kindergarten environment.

We are committed to providing a play based curriculum that recognises all children's strengths and capacity to succeed. We support the development of positive dispositions for life-long learning, including resilience, creativity, confidence, independence and problem solving strategies. We value respectful relationships and children are encouraged to respect themselves, respect others and their environment.

Highlights of the year have included our incursion of Dancify, Trent Hill to share his Indigenous Culture, traditional tools and Dreaming Story, parents and staff playing their musical instruments, different cultural cooking and story telling; our bus excursion to the theatre to see 'Me and My Shadow'. We have continued to focus on 'bookmaking', story tables and the connection of drawing with early literacy skills.

LMK was honoured to have the Chief Executive, Rick Persse and the Director of Early Childhood and Early Years Development Division, Natalie Atkinson, visit our site during Term 3.

## Governing council report

On behalf of the 2020 Governing Council of Lucy Morice Kindergarten (LMK), I would like to extend our heartfelt thanks to the tireless efforts, dedication, and adaptability of the LMK staff this year who have gone the extra mile in what has been a year of unprecedented challenges.

I would also like to thank the council members, volunteers and broader parent community for their invaluable contributions and understanding this year.

Whilst we have all endured this year dealing with a pandemic, the LMK staff were exceptional in ensuring that the philosophy of 'agency of each child', pedagogical and learning outcomes, calmness and well-being, and the sense of community remained steadfast throughout.

LMK remained a place of much needed calmness and perspective for our children in a time of uncertainty, where they could continue to explore, investigate, participate, collaborate, socialise and engage in a play-based learning environment that was safe and fun.

As part of the Governing Council, we were able to gain insight into the extensive work undertaken by staff behind the scenes towards implementing learning goals, and ensuring our children had access to various learning tools and appreciating them as individual learners. We were also able to consider some infrastructure initiatives, albeit delayed by pandemic measures, that included a new verandah in front of the shed and to apportion newly attributed government funding to beautifying our wonderful green spaces that define the wonderful nature play space that is LMK.

We wish the LMK Staff, parents and the class of 2020, the very best in their future endeavours and particularly for our children, on embarking on their adventure of their first year at school!

May you all have a joyous festive season and bright new year.

## Improvement planning - review and evaluate

The Quality Improvement Plan for 2020 was based on data gathered the previous year and from information gathered from families through surveys, Getting to Know You meetings.

Our Goal: Develop children's capacity as meaning makers.

Our Challenge of Practice: If we provide a daily, intentional focus on reading and writing pedagogies through our learning environment, then we will develop children's capacity as meaning makers.

Our actions were to embed critical reflective practice and promote bookmaking experiences.

# Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2017	51	51	51	50
2018	62	62	60	59
2019	66	65	63	65
2020	62	62	63	63

NOTE: The data is based on person counts in the two week reference period each term. Excludes pre-entry.  
 Data Source: Preschool Data Collection, Data Reporting and Analytics directorate.  
 Term 2 2020 data may not be available for all preschools.

## Enrolment comment

Lucy Morice Kindergarten began the year with near capacity enrolments: 64 children  
 1 family moved interstate at the end of term 1, due to family and work.  
 During the height of COVID-19, (the end of Term 1 and all of Term 2) attendance dropped to a third, with many families choosing to keep their child home.  
 2 families took up the mid year entry to private schools for Term 3.  
 2 children enrolled in Term 3, due to moving from interstate and the other had attended childcare and wanted a more challenging and supportive environment.

## Attendance

	Term 1	Term 2	Term 3	Term 4
2017 centre	92.5%	90.0%	93.4%	89.2%
2018 centre	91.0%	89.4%	86.3%	91.3%
2019 centre	84.5%	90.4%	87.7%	89.3%
2020 centre	92.6%	84.2%	87.4%	92%
2017 state	90.5%	88.2%	85.9%	87.2%
2018 state	90.7%	88.3%	87.0%	87.2%
2019 state	90.3%	87.4%	85.8%	86.4%
2020 state	89.3%	82.0%	84.8%	85.9%

Based on attendances recorded in the two week reference period each term. Data for eligible enrolments as described in the department's Enrolment policy.  
 Attendance rates may differ to previous reporting with the transfer from calculations based on deemed attendance to actual attendance using booked hours divided by attended hours.  
 \*Note: Term 2 2020 data may not be available for all preschools.

## Attendance comment

Attendance has been largely affected by the impact of COVID this year.  
 Families were vigilant with keeping children home if they were slightly unwell to adhere to COVID guidelines.  
 Some families elected to keep children home for longer periods when outbreaks or lockdowns had occurred.  
 During the height of COVID-19, (the end of Term 1 and all of Term 2) attendance dropped to a third, with many families choosing to keep their child home.

## Destination schools

Feeder Schools (Site number - Name)	2017	2018	2019	2020
305 - Nailsworth Primary School	4.0%	7.0%	4.8%	5.3%
179 - North Adelaide Primary School	19.0%	14.0%	27.0%	24.6%
368 - Prospect Primary School	2.0%	3.0%	1.6%	7.0%
9065 - Rosary School	4.0%	1.0%	4.8%	8.8%
457 - Walkerville Primary School	41.0%	44.0%	34.9%	33.3%

NOTE: The data is collected in Term 3. It does not reflect actual schools enrolled in by exiting preschool children. Only schools that are a destination for 3% or more of students are shown.

Data Source: Site Performance Reporting System (SPER), Term 3 2020 collection.

## Destination schools comment

The majority of children transitioned to Department for Education schools, with the most popular being Walkerville and North Adelaide Primary Schools. A minority transitioned to private schools within a 10km radius.

## Client opinion summary

Parent Feedback: The most valuable thing about LMK is community; a sense of belongingness, relationships and tremendous learning. They had a great nurturing foundation year. I love they don't realise they are learning; they think it is all play; the best way to learn! All the staff at LMK are fantastic and under the COVID environment did an incredible job. Holistic growth. Become more independent, expressive and learnt to control their emotions. Learnt good conflict resolution skills.

## Relevant history screening

Teachers have the relevant history screening through the Teacher's Registration Board. All of the Early Childhood Workers have current history screening. Casual ECW's, including Bilingual Support provide documentation at the beginning of the year and as engaged. Documentation is kept in the office and is managed by the Director and Administration Assistant.

# Financial statement

Funding Source	Amount
Grants: State	\$472,848
Grants: Commonwealth	\$0
Parent Contributions	\$53,851
Other	\$0

## 2020 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2020 funding was used to improve the relevant department's standard of educational achievement outcomes (where applicable):*	Outcomes achieved or progress towards these outcomes:
Improved outcomes for numeracy and literacy	Funding was used to support the literacy focus on developing children's identity as readers and writers.	Children engaged in bookmaking frequently and articulated their identities as readers and writers.
Improved ECD and parenting outcomes (children's centres only)	Staff attending 2 day 'Bookmaking' workshop. Focus on developing and supporting skills in bookmaking. Parents understanding of the stages and what writing looks like in the early years and literacy foundations- song, rhythm, rhyme, language	Children identifying as readers and writers with phonological awareness
Inclusive Education Support Program	Funding was used to employ an ECW experienced in delivering and supporting speech programs for children with identified needs. Funding was used to employ ECW experienced with supporting children with autism and related traits.	Children developed more language, positive interactions with peers and staff. Children were supported to be inclusive to the group.
Improved outcomes for non-English speaking children who received bilingual support	Funding was used to employ a Greek Bilingual Support worker for a child with no English	Child's sense of belonging, positive participation and interactions and confidence with the English language was supported and evolved

\* The department's standard of educational achievement is defined as children and young people progressing and achieving at or above their appropriate year level.