

Lock Early Learning Centre Annual Report 2014



1. CONTEXT

Preschool Name:	Lock Early Learning Centre	Preschool Number:	6633
Preschool Director:	Jenny Whittle	Partnership:	Central Eyre

Lock Early Learning Centre is a category one site with capacity of 30. The site is staffed with a 0.6 director and 0.5 ECW. The Director is new to the site in 2014.

In 2014 8 children were enrolled at the center. 2014 was the first year where children at Lock Early Learning Centre received their preschool allocation in 4 terms (600 hours)

Play group runs each week on a Thursday.

Invenue family day care started at the beginning of term 3 on Mondays and Wednesdays 8.30 to 5.30.

2. REPORT FROM GOVERNING COUNCIL

Governing Council Report

I have been proud to be a part of the Lock Early Learning Centre over the last 12 months and to see all the positive changes and improvements that have taken place. We have had a very enthusiastic committee of parents and teachers who have all taken their part in keeping the Kindy running smoothly. The future of the learning centre is set to be a wonderful environment for our preschool children for the future.

The first major change for the centre was the appointment of the new Kindy director Jenny Whittle. Jenny was welcomed to the Kindy by the supporting committee who were all eager to meet her and hear of any new ideas she may have for the learning centre and the children attending. I feel, Jenny has provided the children with a solid early learning foundation and she, along with Jodie, have given them many life skills to help them deal with their next level of education. Jenny's focus on learning the alphabet through 'Jolly Phonics', spelling their names correctly and counting forwards and backward to 10 and beyond, was soon to be a part of every child's routine at Kindy and at home with many of us Mum's and Dad's singing along to the songs and rhymes our children would teach us! I personally was astounded by the things my child was able to achieve in such a small amount of time with Jenny & Jodie, so thank you to you both for all that you have done for our children and the centre this year.

The integration of the preschool children with the first years of school age children was another major change that took place in 2014. The centre was certainly a very busy little place with all of the extra bodies about and it is a credit to all involved for keeping this initiative running as smoothly as it has! I believe all of the children have enjoyed themselves during these times.

Playgroup has continued on Thursday mornings which has been a great way of introducing new Mums and young children to the Kindy and hopefully this will continue into the future. Thank you to the Mum's who organized activities for those days.

During the year we as parents, grandparents etc., had several planned visits to the centre to help us to interact with our children in their learning environment. We were spoilt on many occasions, such as the Mother's Day morning tea and the Father's Day breakfast. There were also many performances from our children that we were entertained by such as Brown Bear, Brown Bear, What Do You See? and the Christmas Nativity Play which was acted out with such confidence from all of the children involved and was so very cute! A visit to Glen Forrest was also a great time for the children and the parents that attended, it was a great day out! All of these times forming wonderful memories for our children of their Kindy Days.

The committee along with Jenny and Jodie had also decided that it was time to introduce a paid cleaner to clean the Kindy on a regular basis for this year as a trial, with the idea that fundraising would need to take place to help pay for the costs involved. I believe that this has worked quite well and that the centre has certainly been kept very clean and tidy throughout the year. I also believe the parents have had more quality time involving themselves with their children's learning at the Centre instead of spending their time in there cleaning.

On that note, Fundraising was a major part of our committee's involvement with the Kindy in 2014. Many hours were spent putting together plates of food for morning tea sales and helping our children

paint their special melamine plates in time for production for Christmas. A sausage sizzle at Bunnings was organized and went ahead with success, along with a trading table at the local Christmas Fete in the town hall. The idea for some of this fundraising, along with paying the cleaner, was to purchase an iPad for the Centre and an Interactive TV screen for the children to expand their learning through IT. I believe the centre is well on track to making those purchases. Thankyou to Leah for your ideas and your leading role in this area, and to all the parents who helped make these things happen, it was certainly a very busy year for everyone but was also very worthwhile.

I would also like to thank Donna Bowey for her role as secretary. She has been very organized with getting the minutes together for meetings and keeping me informed of my up and coming meetings. I believe Donna's support to Jenny throughout the year has also been very well received and certainly has helped keep the committee in the loop with any problems that may have arisen and soon put on track to be fixed.

Finally, I would like to thank Brigette Siebert for her efficient financial record keeping and for helping us by developing a report that was simple to understand. Also, thankyou to Murray for your support to our Committee throughout 2014.

I wish the incoming Chairperson and their Committee all the very best for 2015 and hope that the parental support for this great little Kindy remains strong.

Melanie Glover. Governing Council Chair 2014

3. HIGHLIGHTS 2014

The Educational Program and Practice has been based around the Early Years Learning Framework with the programming cycle, day to day activities and reporting of children's work reflecting this. Reflection on each child has been a strong part of the process with many activities developed to meet the children's individual strengths and needs.

A technology upgrade has been a focus this year with the purchase of an interactive screen and an iPad that will provide access to the digital world. Although this upgrade is still taking place it will allow access to technology to flourish next year.

A new reporting format that must be used for all DECD sites from 2015 was trialed.

The educational program was extended outside with the purchase of new swings and the development of a risk assessment process designed to be used by the children. This was implemented to encourage children to assess the risk before joining in risky play rather than teachers imposing rules.

Children's Health and Safety was enhanced by:

- Gates fitted with child safe fixtures
- Back door stops replaced
- Sandpit shade replaced
- Bark chips replenished
- Sand placed in and around the boat and a safe climbing area created for the climbing equipment
- Nut/sesame free signs
- First aid kit updated and reporting bumps to parents process developed

2014 saw significant improvements to the Physical Environment at Lock Early Learning Centre with the:

- Hiring of a cleaner/gardener and this has worked well
- Busy Bees for the Lock Centenary and at the end of each term
- Trees trimmed
- Fruit trees and plants donated by Bunnings
- Internal painting by volunteers and the Bunnings Community Project
- Sandpit shade replacement
- Bark chips and mulch replenished
- Sand placed around and in the boat and a safe climbing area created for the climbing equipment

Staffing arrangements this year have been consistent with no staff changes during the year. Early in the year it was difficult to find a replacement for Jodie with 2 people travelling from Cleve to support us, this became easier as the year progressed with both Lynlee Beard and Bronwyn Pearce becoming available. Marlene Boylan, Heather Beard and Jackie Crettenden covered for Jenny when she was unavailable allowing for smooth transitions and positive experiences for the children.

Lynlee Beard began Invenue Family Day Care at Lock Early Learning Centre in term 3.

Staff attended Central Eyre Partnership Training in Cleve and Tumby Bay and took up other training opportunities as they became available. Jodie worked some more on her Diploma in children's Services.

Bronwyn Pearce took on the cleaner/gardener contract. Bronwyn also began Certificate 3 in children's Services and took on the volunteer role of LELC Playgroup coordinator.

Relationships with Children developed throughout the year through our positive, responsive program that recognised the individual children's strengths, interests and needs culminating in a wonderful presentation of the Nativity.

The integrating preschool into the first years of school project continued throughout the year with the two groups coming together in many different ways. Beth Sampson and I researched, considered and trialed many ideas with the children, who all responded positively, but the final report suggested that although the two groups worked together in many different ways one group, either school or preschool was usually disadvantage to some degree. The opening of the gate to allow the Reception/Year 1 children access to the preschool during the school lunch break was a success for both groups as was the R/I Class visiting on Thursday afternoons and these activities are set to continue next year.

Collaborative Partnerships with Families and Communities were developed through engagement such as

- Playgroup taking place on Thursdays with Bronwyn organising activities fortnightly.
- 5 out of 6 parents taking part in the Parent surveys and responses were encouraging and positive with some ideas to implement next year.
- Playgroup families also took part in a survey, the responses were generally positive but numbers attending playgroup did not improve.
- Community Contact book was developed and updated throughout the year and is a lasting record of the years activities.

Parent support has been wonderful with parents taking part in all areas including; the learning program, fundraising, gardening, cleaning, repairs and maintenance, painting, Governing Council etc.

Feedback from the children's portfolios has been encouraging and informative.

CAFS nurse Di Habner attended regularly once a term during Playgroup for parent support.

Fund raising was successful with many individuals putting in some wonderful efforts —Xmas trading table, BBQ at Bunnings, Morning teas, decorated picture plates, etc. along with many donations of time and resources. (Thankyou, thankyou, thankyou)

Taking part in the Lock Centenary was a highlight of the year

Leadership and Service Management has been a challenge and a focus for the year with me learning on the job I attended Central Eyre Partnership meetings throughout the year and am the Early Childhood representative on the Strategic Directions Committee. This committee looks at the development and monitoring of the Partnerships Plan, timetabling, Voc. Ed, HR, TTC, as well as Support and Advice to the Educational Director and Early childhood Leader, it has been a big learning curve to develop the knowledge of preschools and schools both small and Area to represent the diverse needs of our partnership.

I met with the Children's Services Leader and other Preschool Directors to develop skills to write the LELC Annual Report.

Through the year Policies were developed and approved as per DECD requirements

An enrolment package was developed and used by families enrolling in 2015

The efforts of the Governing Council should be acknowledged, the wonderful donations of time and money both directly and indirectly that you have made have helped to make our Preschool a wonderful place to be. 2014 has been a busy, challenging, exciting, positive year and I look forward to 2015

Jenny Whittle

4. QUALITY IMPROVEMENT PLAN

Quality Improvement Plan for QA1

Summary of strengths for QA1

The Early Years Learning Framework (EYLF), knowledge of the child, family and the community as well as observations of the individual and the group are used to guide the programming cycle.

Our Centre is based in a small rural community. With a mixture of new and long term staff members our centre has a good balance of knowledge and fresh eyes. Long term knowledge of the individual

children, their families, circumstances and community. Knowledge of community events, issues, protocols and culture. The seasonal impacts and expectations of the community and its families. The fresh eyes that can challenge processes and thinking. Carrying no pre conceived ideas or expectations of families or individuals. Bringing a broader diverse experience and knowledge of ways of being to connecting with families and communities. In this way we have the best of both worlds positive community connections and new eyes. Critical reflection on children's learning and development, both as individuals and in groups, is regularly used to implement the program.

Key improvements sought for QA1

Standard/element: 1.1.3 The program, including routines, is organised in ways that maximise opportunities for each child's learning.

Identified issue: This is the area that will be greatly impacted by the research project 'Integrating preschool into the first years of school' that we are involved in. It is an area of concern that we need to consider over the coming year.

Improvement Plan

The concern was that the Research Project 'Integrating preschool into the first years of school' could have a detrimental effect on the centre and that programs and routines, should continue to be organised in ways that maximise opportunities for each child's learning. Through observation and review of the program and children, and the use of the Respect, Reflect, Relate assessment, consideration was given to this issue. Our Findings suggested that Integration was possible but compromises had to be made either by the school or preschool.

Where to Now

It was determined to continue the school visits to the preschool on Thursday afternoons and to leave the gate open to the R/1 class during school lunch play time as these were seen as beneficial to both school and preschool. This requires some compromise to the preschool program but it is felt the benefits outweigh the deficits.

Standard/element 1.2.3 Critical reflection on children's learning and development, both as individuals and in groups, is regularly used to implement the program.

Identified issue: There is no strategy used to capture children's comments and ideas while on the go.

Develop a strategy to record children's comments in a way that can support the program development

Improvement Plan

A strategy was developed and is in the trialling phase. We can record immediately what a child has said or done and can later reflect on this and add to these notes.

An Ipad has been purchased.

Where to Now

Continue to modify our recording strategy to meet our changing needs

Access training on how to use the Ipad effectively

Quality Improvement Plan for Q2

Summary of strengths for QA2

Each child's health needs are supported, through conversations with parents and the development of action plans.

Each child's comfort is provided for and there are appropriate opportunities to meet each child's need for sleep, rest and relaxation. The daily routine, the set up of the environment and the large indoor and outdoor spaces foster this.

Effective hygiene practices are promoted and implemented. We keep up to date through sharing/reading materials as they become available between staff and the wider community. Through conversations with children to support their learning and practise. Through signage around the centre and through role modelling best practise. Through the employment of a cleaner and a mouse extermination program.

Healthy eating is promoted through parent information, enrolment pack, conversations with children, visiting specialists like the dietician. The outside environment is set up to encourage physical play.

Action songs are included during group times. There are no electronic games etc at present.

With 6 children and 2 adults and well set up inside and outside areas children are adequately supervised at all times.

Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury. Grounds and equipment are regularly checked. Repairs made in a timely fashion. Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented. Educators, co-ordinators and staff members are aware of their roles and responsibilities to respond to every child at risk of abuse or neglect.

Key improvements sought for QA2

Standard/element 2.1.4,2.3.3,2.3.4 Incident, injury, trauma and illness policies and procedures. Regulation 86 Notification to parents of incident, injury, trauma and illness.

Identified issue All required policies are not easily accessible or up to date.

We verbally tell parents of the incidents but we don't always document it in writing.

Improvement Plan Develop required policies and make them easily accessible and usable. This was completed throughout the year with the Governing Council and Director.

Where to Now Review policies as required

Standard/element 2.1.4

Regulation 89 First aid kits]

Identified issue First aid kit is not complete with all required items.

Improvement Plan The first aid kit was updated and refilled and a first aid bag created to take on short walks

Where to Now Review first aid kit annually

Quality Improvement Plan for QA 3

Summary of strengths for QA3

After the wonderful community effort for the Lock Centenary our Centre is looking fantastic. Outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purpose. Premises, furniture and equipment are safe, clean and well maintained. Facilities are designed or adapted to ensure access and participation by every child in the service and to allow flexible use, and interaction between indoor and outdoor space. Outdoor and indoor spaces are designed and organised to engage every child in quality experiences in both built and natural environments. Sustainable practices are embedded in service operations such as compost and recycling.

Key improvements sought for QA3

Standard/element 3.2.2

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

Improvement Plan A store room working bee to clean and organise the store room created an effective useful storage space.

Where to Now Work to keep is that way

Standard/element 3.3.2 Children become environmentally responsible and show respect for the environment

Improvement Plan Continue to develop the garden. LELC looked at where our recycles go. We continued to use the school compost bin and are yet to acquire our own for fruit scraps and lawn clippings.

Where to Now This area was not developed as planned and continues to have unexpected issues we our plan is to develop an environmental plan in 2015.

Quality Improvement Plan for QA4

Summary of strengths for QA4

Our small staff and child numbers support positive, respectful interaction and relationships. There is a consistency of staff including relievers that support children's wellbeing and sense of belonging. A relievers folder supports transference of knowledge with relievers.

Conversation and reflection is a valued part of the day. There is time at the end of the day to facilitate this interaction.

Interactions convey mutual respect, equity and recognition of each other's strengths and skills

Key improvements sought for QA4

Standard/element 4.1 Educator-to-child ratios and qualification requirements are maintained at all times.

Identified issue is that RAN and CPR training is due this year for educators

Need to visit the code of conduct

Share the Protective Practices with Governing Council

Improvement plan

Qualification requirements are maintained at all times. RAN and CPR training was organised and completed by educators.

The Protective Practices material was shared with Governing Council

Visit the code of conduct with staff was not completed

Where to Now Visit the code of conduct with staff. Develop a recording of qualifications system to maintain up to date information about qualification renewals etc.

Quality Improvement Plan for QA5

Summary of strengths for QA5

We support each other's strengths. Happily our individual strengths are complementary which allows us to easily work in different ways with each child and group of children each bringing strengths to the whole educational experience.

We have developed warm, trusting, responsive relationships with each child through understanding their context, abilities, interests and preferences. This develops a positive sense of identity and belonging in the child.

Key improvements sought for QA5

Standard/element 5.2.1 Each child is supported to work with, learn from and help others through collaborative learning opportunities.

Identified issue How can we record and follow children's collaborative learning and provide children with opportunities to lead the learning

Improvement plan

Each child is supported to work with, learn from and help others through collaborative learning opportunities. Develop ways to record and follow children's collaborative learning and provide children with opportunities to lead the learning.

Physical records that show each child is supported to work with, learn from and help others through collaborative learning opportunities.

Where to Now A pro forma has been developed to record children's learning in the moment which LELC is trialling at present. Work will continue to encourage children's voice to develop opportunities for children to lead the learning through QA1 in 2015

Quality Improvement Plan for QA6

Summary of strengths for QA6

Families have opportunities to be involved in the service and contribute to service decisions through the Governing Council, Face Book and Email questionnaires, Fundraising and Busy Bees.

Families are supported in their parenting role and their values and beliefs about child rearing are respected and supported. Our attitude is that we are here to support families and do our best to do this.

Links with relevant community and support agencies are established and maintained.

Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities.

The service builds relationships and engages with their local community.

Key improvements sought for QA6

Standard/element 6.1.1

There is an effective enrolment and orientation process for families.

Identified issue A new enrolment pack needs to be developed to capture information about the child and family on enrolment.

Improvement plan Develop an enrolment pack that meet the needs of the Preschool and families

Where to Now Pack has been trialled by 2015 families and were successful for parents and preschool. Need to add 'Child Related Employment Screening Application' forms to the enrolment kit.

Standard/element 6.1.3

Current information about the service is available to families

Identified issue Lock Early Learning Centre Internet page needs to be updated. Face Book page needs to be accessed by current Director and Governing Council rep.

Improvement plan Update web page and provide access to the Face Book page by Director and Governing Council Rep.

Where to Now The Facebook access was established and is working well. The update of the web page has become part of the QIP for 2015.

Quality Improvement Plan for QA7

Summary of Strengths

Every effort is made to promote continuity of educators and co-ordinators at the service.

Provision is made to ensure a suitably qualified and experienced educator or co-ordinator leads the development of the curriculum and ensures the establishment of clear goals and expectations for teaching and learning.

Adults working with children and those engaged in management of the service or residing on the premises are fit and proper.

A statement of philosophy is developed and guides all aspects of the service's operations.

The performance of educators, co-ordinators and staff members is evaluated and individual development plans are in place to support performance improvement.

Key improvements sought for QA7

Standard/element 7.1.2 The induction of educators, co-ordinators and staff members is comprehensive.

Identified issue The induction process is under review, it needs to be updated

Improvement plan The induction process is under review. Complete review and update as required.

Where to Now The induction review processes are still under review and this will continue in 2015

Standard/element 7.2.3 An effective self-assessment and quality improvement process is in place.

Identified issue We need to document processes for planning and review against the National Quality Standard Develop a system that collects and maintains information from families, children, educators, co-ordinators and staff members about their perceptions of the service.

Improvement plan An effective self-assessment and quality improvement process is in place. We need to document processes for planning and review against the National Quality Standard Develop a system that collects and maintains information from families, children, educators, co-ordinators and staff members about their perceptions of the service. An effective self-assessment and quality improvement process is in place.

Where to Now This is still under review and will continue into 2015

Standard/element 7.3 The policies and processes necessary for the effective administration and management of the service exist, including compliance with legal requirements.

Identified issue Documents that would be sighted by review of centre are not available

Improvement plan The policies and processes necessary for the effective administration and management of the service exist, including compliance with legal requirements. Work through the list until all policies and processes are complete Documents that would be sighted by review of centre are available

Where to Now Policies were developed throughout the year and will be updated by a review system into the future.

5. INTERVENTION AND SUPPORT PROGRAMS

Two children required support this year. One child required support around fine and gross motor development and guidance around allergies. Targeted intervention through the preschool program, extra physical activities and challenges, and the Bain Gym program supported this child's development and some gains were noted. One arriving late term 3 required speech intervention who had been receiving targeted support but this did not continue once he was at Lock. Speech program was continued with minimal improvement, however the child's confidence and willingness to participate grew.

Busy Bee screenings continued and the CAFS nurse comes regularly to Playgroup to meet with parents and do the 4 year old health checks.

6. STUDENT DATA

6.1 Enrolments

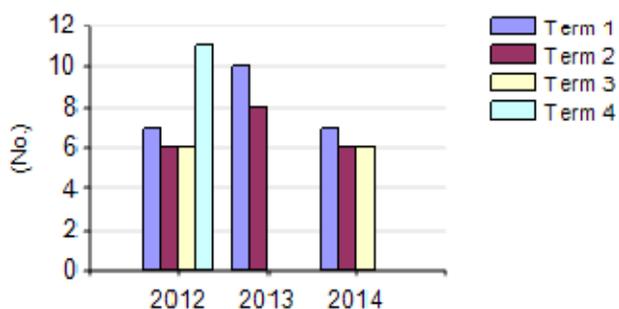


Table I: Enrolments by Term

Enrolment by Term				
Year	Term 1	Term 2	Term 3	Term 4
2012	7	6	6	11
2013	10	8		
2014	7	6	6	

Enrolment numbers continue to be stable at Lock Early learning Centre. 2014 was the first year where children at Lock Early Learning Centre received their preschool allocation in 4 terms (600 hours)

6.2 Attendance

Attendance by Term

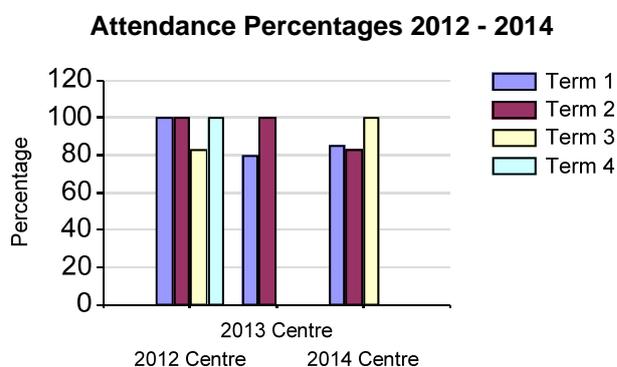


Table 2: Attendance Percentages 2012 - 2014

Attendance Percentage				
Year	Term 1	Term 2	Term 3	Term 4
2012 Centre	100.0	100.0	83.3	100.0
2013 Centre	80.0	100.0		
2014 Centre	85.7	83.3	100.0	
2012 State	87.4	85.9	84.5	85.5
2013 State	88.7	88.0		
2014 State	89.9	88.8	85.9	

The attendance results are influenced by our small numbers, one child being away or sick makes a significant difference to our results. Parents are notifying the center of their child's absence and the reason for it. Absences are for genuine reasons eg medical, birth of sibling or other family reasons.

6.3 Destination – Feeder Schools

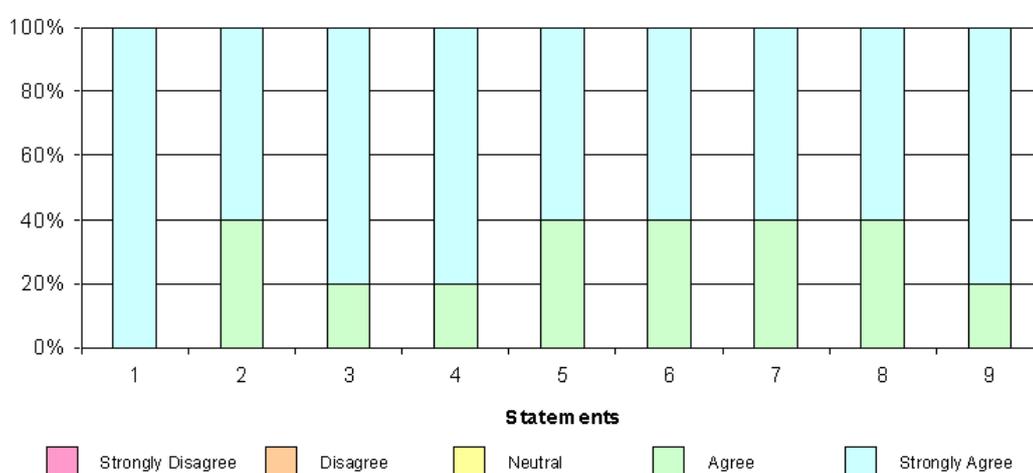
Table 3: Feeder School Percentage Data 2012 - 2014

Feeder Schools				
Site number - Name	Type	2012	2013	2014
0230 - Lock Area School	Govt.	100.0	100.0	100.0
Total		100.0	100.0	100.0

All children will attend Lock Area School

7. CLIENT OPINION

DECD Parent Opinion Survey 2014
6633 Lock Early Learning Centre
Aggregation of Preschool Survey Responses
Parent Opinion - Quality of Teaching and Learning

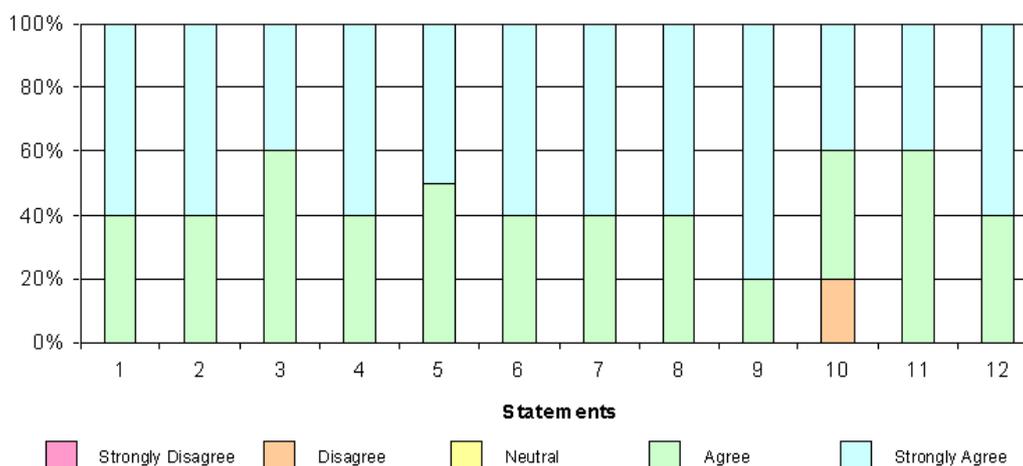


No.	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Responses
1	I think my child receives high quality teaching at this preschool.	0%	0%	0%	0%	100%	5
2	My child's teachers know what my child can do and what he/she needs to learn.	0%	0%	0%	40%	60%	5
3	This preschool has the expectation that children will learn.	0%	0%	0%	20%	80%	5
4	Teachers are enthusiastic in their teaching.	0%	0%	0%	20%	80%	5
5	I am satisfied with the learning programs offered at my child's preschool.	0%	0%	0%	40%	60%	5
6	My child's teachers clearly inform me about the learning program.	0%	0%	0%	40%	60%	5
7	My child's teachers make learning interesting and enjoyable.	0%	0%	0%	40%	60%	5
8	Teachers at this preschool really want to help my child learn.	0%	0%	0%	40%	60%	5
9	The preschool has an excellent learning environment.	0%	0%	0%	20%	80%	5

Five of the six families enrolled took part in this survey.

100% of respondents agree or strongly agree that a quality teaching and learning environment exists at Lock Early Learning Centre. We will continue to build on this in 2015 through consultation with families early in the year to respond to their needs and understandings.

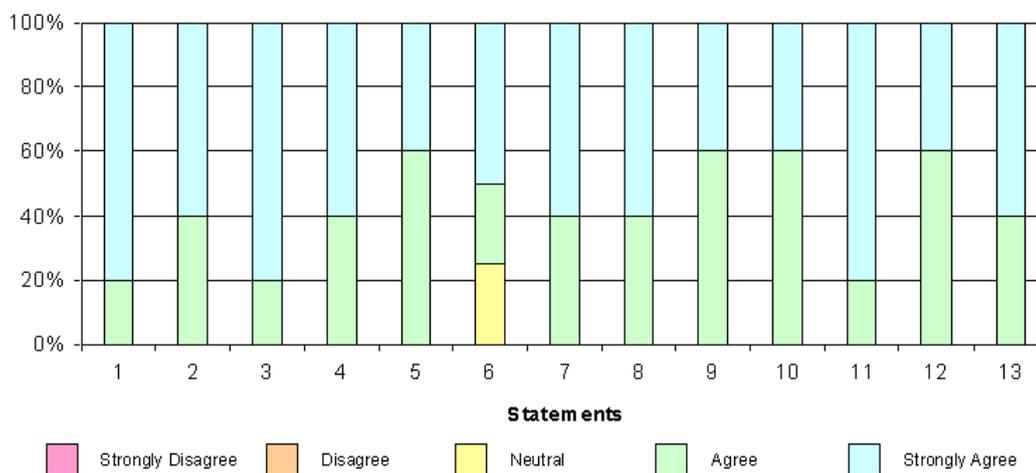
DECD Parent Opinion Survey 2014
6633 Lock Early Learning Centre
Aggregation of Preschool Survey Responses
Parent Opinion - Support of Learning



No.	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Responses
1	My child is motivated to learn at this preschool.	0%	0%	0%	40%	60%	5
2	My child's teachers provide help and support when it is needed.	0%	0%	0%	40%	60%	5
3	My child has access to quality materials and resources that help him/her to learn.	0%	0%	0%	60%	40%	5
4	My child is happy at this preschool this year.	0%	0%	0%	40%	60%	5
5	My child would receive support for any special needs he/she had.	0%	0%	0%	50%	50%	4
6	The preschool changes its programs and activities to improve student achievement.	0%	0%	0%	40%	60%	5
7	Children know how they are expected to behave at preschool.	0%	0%	0%	40%	60%	5
8	Teachers at this preschool treat my child fairly.	0%	0%	0%	40%	60%	5
9	This preschool provides a safe and secure environment.	0%	0%	0%	20%	80%	5
10	Children have enough materials and resources for their learning.	0%	20%	0%	40%	40%	5
11	This preschool has information available about other support agencies within the community.	0%	0%	0%	60%	40%	5
12	This preschool encourages children to have a sense of pride in their achievement.	0%	0%	0%	40%	60%	5

Though results are generally positive one respondent questioned that there was enough materials and resources available. Consultation with parents about their expectations early in the year will develop our understanding. The lack of technology in the centre and the technology upgrade of an interactive screen and iPad providing access to the digital world could also have prompted this response. This upgrade will allow access to technology to flourish next year.

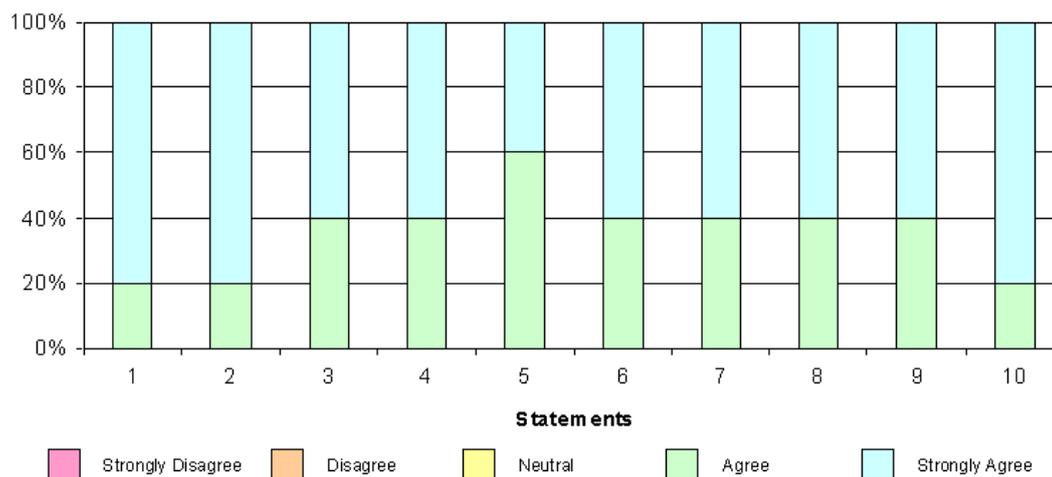
DECD Parent Opinion Survey 2014
6633 Lock Early Learning Centre
Aggregation of Preschool Survey Responses
Parent Opinion - Relationships and Communication



No.	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Responses
1	I feel welcome at this preschool.	0%	0%	0%	20%	80%	5
2	This preschool assists the development of my child's personal and social skills.	0%	0%	0%	40%	60%	5
3	I am comfortable about approaching my child's teachers to talk about his/her progress.	0%	0%	0%	20%	80%	5
4	I am given opportunities to have a say in matters about this preschool.	0%	0%	0%	40%	60%	5
5	There is a broad variety of communications that inform me about this preschool.	0%	0%	0%	60%	40%	5
6	Children from all backgrounds and cultures are treated fairly at this preschool.	0%	0%	25%	25%	50%	4
7	The staff always listen to what I have to say about my child's development and needs.	0%	0%	0%	40%	60%	5
8	I receive helpful information about my child's progress and achievement.	0%	0%	0%	40%	60%	5
9	This preschool provides opportunities to discuss my child's progress.	0%	0%	0%	60%	40%	5
10	I am well informed about preschool activities.	0%	0%	0%	60%	40%	5
11	I believe that if I have concerns or suggestions, the preschool would respond appropriately.	0%	0%	0%	20%	80%	5
12	I am encouraged to be involved in the preschool in all kinds of ways.	0%	0%	0%	60%	40%	5
13	Teachers let me know how well my child is doing.	0%	0%	0%	40%	60%	5

Lock Early Learning Centre is a near mono cultural centre. Our program based around understanding yourself as a cultural being worked well with the children but I feel that maybe I didn't make the focus of this learning clear to the families. Next year as part of sharing the program with families I will make this learning more explicit.

DECD Parent Opinion Survey 2014
6633 Lock Early Learning Centre
Aggregation of Preschool Survey Responses
Parent Opinion - Leadership and Decision Making



No.	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Responses
1	This preschool is well organised this year.	0%	0%	0%	20%	80%	5
2	I have confidence in how the preschool is managed.	0%	0%	0%	20%	80%	5
3	I believe there is effective educational leadership within the preschool.	0%	0%	0%	40%	60%	5
4	The preschool seeks parents' opinions about educational programs.	0%	0%	0%	40%	60%	5
5	I am given the opportunity to be involved in the preschool's educational activities.	0%	0%	0%	60%	40%	5
6	The preschool is always looking for ways to improve what it does.	0%	0%	0%	40%	60%	5
7	Parents are invited to participate in decisions about their child's education.	0%	0%	0%	40%	60%	5
8	Parents have the opportunity to be involved in the development of school plans through the Governing Council.	0%	0%	0%	40%	60%	5
9	The preschool includes parents and community in decision making.	0%	0%	0%	40%	60%	5
10	Overall, I am satisfied with the preschool's planning.	0%	0%	0%	20%	80%	5

100% of respondents agree or strongly agree that there is strong leadership and decision making at Lock Early Learning Centre. We will continue to build on this in 2015 through developing a strong knowledge of the individual child and continued consultation with families to respond to their needs and understandings.

8. ACCOUNTABILITY

Relief staff have provided copies of their Authority to Teach or Authority to Work; copies are kept in each staff members file.

All relevant expiry dates are recorded to ensure DECD Relevant History screenings as well as; first aid, anaphylaxis, CPR, asthma and RAN training are recorded and up to date.

9. FINANCIAL STATEMENT

	Funding Source	Amount
1	Grants: State	\$5111.00
2	Grants: Commonwealth	nil
3	Parent Contributions	\$1625.00
4	Other	\$10532.97

7:LOCK EARLY LEARNING CENTRE
General Ledger Balance Sheet for Prior Year, period 13

finglbl1

==== Assets ====		
CASH (CURRENT)		
A-ZOP-1110	PRESCHOOL - CASH AT BANK	4,070.14
Total for CASH (CURRENT)		4,070.14
INVESTMENTS (CURRENT)		
A-ZOP-1210	PRESCHOOL - SASIF INVESTMENT	42,516.52
Total for INVESTMENTS (CURRENT)		42,516.52
RECEIVABLES (CURRENT)		
A-ZOP-1310	PRESCHOOL - ACCOUNTS RECEIVABLE	1,117.00
Total for RECEIVABLES (CURRENT)		1,117.00
OTHER ASSETS (CURRENT)		
A-ZOP-1510	PRESCHOOL - ACCRUED REVENUE	20.00
Total for OTHER ASSETS (CURRENT)		20.00
GLOBAL BUDGET ASSETS		
A-ZZG-15118	P21 ACCRUED	928.74
Total for GLOBAL BUDGET ASSETS		928.74
Total Assets		<u>48,652.40</u>
==== Liabilities ====		
PAYABLES (CURRENT)		
L-ZOP-3210	PRESCHOOL - ACCOUNTS PAYABLE	619.64
Total for PAYABLES (CURRENT)		619.64
OTHER LIABILITIES (CURRENT)		
L-ZZZ-3515	WS - GST HOLDING ACCOUNT	(92.00)
L-ZZZ-3560	WS - ACCRUED EXPENSES	108.82
Total for OTHER LIABILITIES (CURRENT)		16.82
SCHOOL EQUITY		
F-ZOP-5100	PRESCHOOL - ACCUMULATED SURPLUS	25,107.35
F-ZOP-5110	PRESCHOOL - NET INCOME YEAR TO DATE	13,064.73
F-ZOP-5200	PRESCHOOL - RESERVES	10,000.00
	SURPLUS/(DEFICIT) CURRENT PERIOD	(156.14)
Total for SCHOOL EQUITY		48,015.94
Total Liabilities and Equity		<u>48,652.40</u>

7:LOCK EARLY LEARNING CENTRE
General Ledger Profit and Loss for Prior Year, period 13

FINGLPL1

Account	Description	PTD Posting	YTD Posting
GRANTS : DETE			
R-ZZM-6196	MAINTENANCE FUNDING REVENUE	0.00	5,111.00
Total for GRANTS : DETE		0.00	5,111.00
GLOBAL BUDGET REVENUE			
R-ZDS-65118	GB-TCH SUPPLEMENTATION	0.00	33,781.85
R-ZDS-65122	GB-MISC SUPPLEMENTATION	0.00	854.00
R-ZOP-65131	GB-UNIVERSAL ACCESS GRANT	0.00	373.10
R-ZZF-65121	GB-ELECTRICAL TESTING	0.00	90.00
R-ZZG-6142	GLOBAL BUDGET	0.00	88,238.02
Total for GLOBAL BUDGET REVENUE		0.00	123,336.97
PARENT CONTRIBUTION REVENUE			
R-ZOP-6410	PRESCHOOL - PARENT CONTRIBUTION	0.00	1,625.00
Total for PARENT CONTRIBUTION REVENUE		0.00	1,625.00
OTHER OPERATING REVENUE			
R-ZOP-6815	PRESCHOOL - DONATIONS	0.00	1,422.00
R-ZOP-6820	PRESCHOOL - FUNDRAISING	20.00	2,977.70
R-ZOP-6850	PRESCHOOL - INTEREST REVENUE	0.00	558.27
R-ZOP-6870	PRESCHOOL - SALES OTHER	0.00	43.50
R-ZOP-6890	PRESCHOOL - OTHER REVENUE GENERAL	0.18	4,531.68
R-ZZF-6197	FACILITIES - PRE MINOR WORKS NQS	0.00	1,000.00
Total for OTHER OPERATING REVENUE		20.18	10,533.15
Total Revenue		20.18	140,606.12
SUPPLIES AND SERVICES			
E-ZOP-7103	PRESCHOOL - ACCOMMODATION	0.00	158.00
E-ZOP-7121	PRESCHOOL - CONSUMABLES	36.23	1,695.34
E-ZOP-7136	PRESCHOOL - FREIGHT	0.00	302.58
E-ZOP-7139	PRESCHOOL - FUNDRAISING EXPENSES	0.00	1,368.08
E-ZOP-7148	PRESCHOOL - MINOR EQUIPMENT	0.00	3,500.00
E-ZOP-7160	PRESCHOOL - POSTAGE	0.00	111.39
E-ZOP-7164	PRESCHOOL - PHOTOCOPIING	0.00	274.95
E-ZOP-7169	PRESCHOOL - R & M	0.00	42.43
E-ZOP-7172	PRESCHOOL - RESOURCES	0.00	313.45
E-ZOP-7175	PRESCHOOL - SECURITY/KEYS	0.00	968.02
E-ZOP-7181	PRESCHOOL - STATIONERY	0.00	21.90
E-ZOP-7183	PRESCHOOL - SUBSCRIPTIONS	0.00	36.36
E-ZOP-7184	PRESCHOOL - GENERAL EXPENSES	0.00	0.02
E-ZOP-7189	PRESCHOOL - TECHNICAL SUPPORT	0.00	1,500.00
E-ZOP-7190	PRESCHOOL - TELEPHONE	140.09	983.51
E-ZOP-7194	PRESCHOOL - TRANSPORT	0.00	71.12
Total for SUPPLIES AND SERVICES		176.32	11,347.15
GLOBAL BUDGET EXPENSES			
E-ZDS-71111	GB-SAL/WAGES-TEACHERS	0.00	69,966.85
E-ZDS-71112	GB-SAL/WAGES-ANCILLARY	0.00	30,515.40
E-ZDS-71114	GB-SAL/WAGES-TRT	0.00	2,193.88
E-ZDS-71119	GB-SAL/WAGES-CS ANCILLARY	0.00	1,385.93
E-ZZF-73142	GB-ELECTRICITY EXPENSES	0.00	536.84
E-ZZF-73146	GB-RATES-WATER USAGE	0.00	897.72
E-ZZF-73149	GB-ELECTRICAL TESTING	0.00	162.31
E-ZZF-73511	GB-REPAIRS & MAINTENANCE	0.00	2,294.80
E-ZZI-75177	GB-MICROSOFT LICENCE RECHARGE	0.00	35.00
Total for GLOBAL BUDGET EXPENSES		0.00	107,988.73
FACILITIES AND UTILITIES EXPENSES			

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7:LOCK EARLY LEARNING CENTRE
 General Ledger Profit and Loss for Prior Year, period 13

FINGLPL1

Account	Description	PTD Posting	YTD Posting
E-ZOP-7220	PRESCHOOL - CLEANING EXPENSES	0.00	38.06
E-ZOP-7225	PRESCHOOL - CLEANING CONTRACT	0.00	2,479.00
E-ZOP-7240	PRESCHOOL - ELECTRICITY COSTS	0.00	1,046.24
E-ZOP-7250	PRESCHOOL - GROUNDS MAINTENANCE	0.00	8.07
E-ZZM-7250	MAINTENANCE FUNDING EXPENSES	0.00	3,539.52
Total for FACILITIES AND UTILITIES EXPENSES		0.00	7,110.89
FINANCIAL EXPENSES			
E-ZOP-7410	PRESCHOOL - BANK CHARGES	0.00	34.34
Total for FINANCIAL EXPENSES		0.00	34.34
EMPLOYEE EXPENSES			
E-ZOP-7335	PRESCHOOL - SALARIES & WAGES	0.00	250.00
E-ZOP-7393	PRESCHOOL - T & D	0.00	340.62
Total for EMPLOYEE EXPENSES		0.00	590.62
OTHER OPERATING EXPENSES			
E-ZOP-7620	PRESECHOOL- BAD DEBTS EXPENSE	0.00	200.00
E-ZOP-7660	PRESCHOOL INTEREST EXPENSES	0.00	262.16
Total for OTHER OPERATING EXPENSES		0.00	462.16
PARENT CONTRIBUTION EXPENSES			
E-ZOP-7930	PRESCHOOL PROGRAM - EXCURSIONS	0.00	163.64
Total for PARENT CONTRIBUTION EXPENSES		0.00	163.64
Total Expenses		176.32	127,697.53
Surplus or (Deficit) funds		(156.14)	12,908.59