



Wallaroo Preschool Centre 2016 Annual Report to the Community



Government
of South Australia
Department for Education
and Child Development

Wallaroo Preschool Centre Preschool Number: 6640

Partnership: Northern Yorke

Name of Preschool Director:

Ashleigh Higgins

Name of Governing Council Chair:

Kally Groome

Date of Endorsement:

15/02/2017

Context and Highlights

This year Wallaroo Preschool offered 15 hours of preschool over a fortnightly program with children attending two 6 hour days one week and three 6 hours days the next. This provided children with the opportunity to develop relationships with all other children at our site across the fortnight whilst also allowing us to continue to offer Playgroup to the local community on a Friday morning.

Our staffing for the year consisted of Ashleigh as Director, Annie and Belinda sharing our teacher position and Bronwyn as our ECW. Lauren was our Preschool Support Worker.

Across the year we had 12 children access Preschool Support Funding through DECD support services to support their development, predominately in the areas of Speech and Language development.

The year started with all asbestos being removed from the Centre over the January school holidays. This allowed us to start the year with new linoleum flooring and carpet tiles throughout the main room, parent room and office. We were also able to replace our kitchen, with this being part funded by both the site and DPTI. The changes have greatly enhanced the aesthetics as you enter our Centre with many people commenting on how fresh, light and welcoming our Centre feels.

We purposefully set our learning spaces up using a variety of furnishings to support children to feel safe and secure at preschool, ensuring our displays were relevant to the children and reflected their learning journeys. Our tools and resources (hammers, magnifying glasses, rope etc) have been set up in a way that enables the children to access them independently as they need to support their play. From this we have seen an increase in the children's understanding and ability to access and utilise these resources for their learning.

Highlights for the year include the ongoing relationship with our local community with regular visits to Star of the Sea Nursing Home, the Library, Foodland and the Museum. We were able to broaden our programming with termly excursions, including 'Grug' Theatre performance in Port Pirie, Bute Fauna Park, Clare Kindergym, Mintaro Maze, Tarnasey Farm and a Wallaroo beach trip. We were also fortunate to have many other experiences happening at kindy including a visit from Mobile Junk and Nature Playgrounds, traveling musician Barry Peters, Harmony Week family experiences, International Mud Play day (which turned into a week!), YP Vet visit and performing Christmas Carols with Sing Australia at Foodland.

Report from the Governing Council

Following our AGM in February our Governing Council was formed. Whilst at our initial meeting we began with only 5 members we were able to further promote the role of the Governing Council to our families and ended up with a total of 8 members for 2016. We were able to fill all positions as follows: Kally Groome- Chairperson, Vice Chairperson- Jasmine Buck, Secretary- Amy Raymond, Treasurer- Karen Miers, Committee Members: David Edwards, Erin Blott, Kelly Richardson and Christine Zimmermann.

The Governing Council assisted in decision making at the Preschool through having input into the Philosophy review, assisting with feedback on policy reviews and monitoring the budget regularly.

The Preschool boundary fence was replaced by DECD in the April school holidays to ensure the Centre meets National Standards. Thank you to past Governing Councils who continued to advocate the need for a new fence for the Centre.

One of the major achievements of our Governing Council this year was our dedication to fundraising events to raise money for resources and upgrades to the Centre. Our major fundraisers included Picture Plates, family disco, kindy photos, community sausage sizzle and trading table and the end of year Christmas raffle. All up we raised approximately \$2000 which has so far been put towards a new set of 7 bikes for the children, along with a A2 sized light table, large floor puzzles and other small resources.

Our 'Volunteering Award for Outstanding Service' this year was awarded to Peter Petherick for his continued dedication and passion for making new resources for the children and repairing/improving our well loved ones.

We have had a great team of committed parents on the Governing Council this year and I thank everyone for their time and dedication to supporting Wallaroo Preschool Centre.

Thank you,
Kally Groome
Chairperson 2016

Quality Improvement Planning

Our Quality Improvement Plan has three key focus sections ensuring we are always taking into consideration our educators, families and of course our children. Our two main focus areas for improvement throughout 2016 were Numeracy and Sustainability.

Our Improvement Plan aims to: Develop an understanding, inviting and aesthetic environment that...

- 1- Supports passionate educators to work collaboratively to better outcomes for children.
- 2- Allows family and community to be involved to support outcomes for children.
- 3- Engages children and develops dispositions for lifelong learning.

Improvement Priority 1: Numeracy is reflected through our daily interactions, experiences and explicit teachings to embed a culture of powerful learners.

Goal 1: Numeracy pedagogy and practices are incorporated in professional development/staff meetings to improve educators understanding, confidence and skills to use in their everyday interactions with children.

- Numeracy related readings and articles were shared between educators to read and reflect upon, with key points being shared and discussed as a team at staff meetings regularly.

- The majority of our learning stories were linked to the DECD Numeracy chart/indicators. This demonstrated our educators growing confidence to look for and identify the Numeracy learning that was happening each day at preschool and their ability to document this in a way that was meaningful to families.

- All educators proof read each others learning stories before they were sent home, allowing us to see children's Numeracy learning from a different perspective and share ideas around further programming.

- One educator participated in an Early Years Numeracy Networked Learning Group. From this she was able to further develop her understanding of how to recognise and document children's Numeracy learning and share this knowledge with the rest of our team at staff meetings.

Goal 2: Families recognise and further their awareness and understandings of what Numeracy is and how we use it in our daily lives.

- Families completed a Numeracy Audit during Term 1 which provided us with information about their current knowledge and understandings around Numeracy. This supported us to ensure the information we provided to families was relevant and met their needs.

- Numeracy information and ideas for Numeracy experiences to do with children at home were shared with families using a variety of communication methods to try and capture the interest of as many families as possible. We provided information on our Facebook page, in our newsletters, through casual conversations and scheduled meetings with families, with displays, our daily big book and through our learning stories and family feedback questions.

Goal 3: Children begin to use and describe their mathematical understandings and build their capacity and confidence to incorporate Numeracy into their life long learning.

- Our learning environment was intentionally set up to provide children continual access to resources and tools that promote Numeracy discussions and understanding such as tape measures, rulers, dice, dominoes, unifex cubes etc.

- This also promoted the use of correct Numeracy vocabulary with the children. One example that demonstrates the children's increasing mathematical understandings was a child describing his painting as 'a different kind of rainbow, called symmetrical. It means the same on both sides'.

There was insufficient space allowed to report on our sustainability Improvement Priority: To enhance and develop the learning environment to provide a focus for sustainability and understanding of the natural world.

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2014	42	43	46	48
2015	49	47	49	47
2016	41	42	40	

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

We began the year with 41 children enrolled after several families moved over the summer holidays. Wallaroo has high transience levels with people moving in and out of the area due to employment, housing availability and family circumstances. Our Northern Yorke Partnership Preschool Priority of Access policy has encouraged families to enrol with their local preschool as a first priority and supported us to ensure all children living in our local area have access to their closest preschool. We had five families who enrolled their child for mid year intake (beginning school in Term 3, after attending two terms of preschool) which is offered by St Mary MacKillop School. This had the potential to impact our enrollment numbers, however new families moving to the area enabled us to remain on and above 40. We also had 4 children referred from the Healthy Families team attend Early Entry sessions at preschool from Term 3 onwards to support their development.

Attendance

Year	Term 1	Term 2	Term 3	Term 4
2014 Centre	88.1%	93.0%	80.4%	79.2%
2015 Centre	89.8%	93.6%	89.8%	83.0%
2016 Centre	92.7%	81.0%	80.0%	
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

It was great to see families taking on board our comments around how important establishing regular routines and attendance patterns is for their children this year and how this sets them up for success later in life. We do encourage families to keep children home if they are unwell to prevent the spread of infection which does affect our attendance data, particularly during the winter months. It is also important to note that one or two children not attending on a regular basis despite interventions from the preschool and other agencies has impacted our attendance data.

Destination Schools

Feeder Schools (Site number - Name)	2014	2015	2016
0459 - Wallaroo Primary School	52.6%	47.4%	35.7%
0460 - Wallaroo Mines Primary School	2.6%	10.5%	4.8%
0778 - Kadina Memorial School	5.3%	18.4%	19.1%
1098 - Lonsdale Heights Primary School	2.6%	0.0%	0.0%
8200 - Harvest Christian School	13.2%	0.0%	2.4%
9084 - St Mary MacKillop School	23.7%	23.7%	38.1%
Total	100%	100%	100%

Destination Schools Comment

This year saw the majority of our children feed into the two primary schools in Wallaroo- Wallaroo Primary School 35.7% and St Mary MacKillop School 38.1%. We also continued to send a smaller amount of children to Kadina Memorial School, Wallaroo Mines Primary School and Harvest Christian School. All children were able to access regular transition visits to their chosen school throughout term 4 to gain familiarity with the school and teachers. As previously mentioned, five families chose to access mid year intake for their children offered by St Mary MacKillop School.

Client Opinion Summary

In 2016 we had 13 responses to our Parent Opinion Survey which is a similar response rate to previous years. We encouraged families to complete it either online or in hard copy. The survey sought feedback on 4 key areas: Quality of Teaching and Learning, Support of Learning, Relationships and Communication and Leadership and Decision Making. Out of 44 questions the majority of responses received were 'Agree' or 'Strongly Agree'.

Areas that we have noted to improve upon based on a neutral response are:

- Promoting a broad variety of communication methods and opportunities for families to have input into preschool matters and activities.
- Ensuring parents are informed about the role of Governing Council and how they can be involved.
- Seeking parent opinion about educational programs at preschool.

Key highlights that received a high percentage (85% or above) of 'Strongly Agree' responses include:

- Parents feeling comfortable to approach educators to discuss child progress.
- Teachers are enthusiastic in their teaching.
- The preschool has an excellent learning environment.
- Teachers at this preschool really want to help my child learn.
- My child's teachers clearly inform me about the learning program.
- My child's teachers provide help and support where needed.
- Teachers at this preschool treat my child fairly.
- This preschool provides a safe and secure environment.
- Children from all backgrounds and cultures are treated fairly at this preschool.
- The staff always listen to what I have to say about my child's development and needs.
- I believe that if I have concerns or suggestions, the preschool would respond appropriately.
- Teachers let me know how well my child is doing.

We look forward to increasing our responses to our Parent Opinion Survey in 2017.

DECD Relevant History Screening

Current staff are responsible for ensuring their screening is kept up to date, a hard copy is kept on site- monitored through HR system. All potential volunteers/students are reminded of the requirement to have a current DCSI Relevant History Screening check before coming on site. Due to a change of DECD Policy in 2016 Governing Council members who have a child currently enrolled at the site were not required to have a current DCSI Screening. All Governing Council members completed the Volunteer Responding to Abuse and Neglect training which was run at the site to enable all members to attend.

Financial Statement

	Funding Source	Amount
1	Grants: State	374,515.22
2	Grants: Commonwealth	0
3	Parent Contributions	\$14,500.00
4	Other	\$2000

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	This funding was used to support staff to access professional development to further their understanding around the use of the DECD Numeracy and Literacy Indicators. Educators have been focusing on looking at ways to scaffold and stretch children's thinking and capture this learning through documentation that is shared with families.	All educators have been using the Indicators to document and reflect on children's learning. The indicators were also used when writing the children's Statements of Learning.
Improved ECD and Parenting Outcomes (Children's Centres only)		
Improved outcomes for children with disabilities	Site funding was used for additional preschool support hours as we had children with significant developmental needs who needed additional educator support to successfully participate in our preschool program.	All children were able to fully participate in all aspects of our preschool program.
Improved outcomes for children with additional language or dialect	We had one child who was eligible to receive funding to support her English language understanding. A support worker was employed to work with the child, supporting her to become confident to join in play scenarios with her peers, play games which required following instructions and reading stories to increase comprehension and vocabulary.	Observed growth and progress from beginning preschool to transitioning to school. Developed relationships, followed routines and expectations, engaged in play with peers.

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