



# Wallaroo Preschool Centre 2017 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:

Kirsty Miles

Date of Endorsement:

7th February 2018

## Context and Highlights

In 2017 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 each Friday morning.

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

Across the year we had 13 children access Preschool Support Funding through DECD support services to support their engagement and participation in our preschool setting. We also worked closely alongside Community Health services to support the developmental needs of the children.

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 preschool was selected to participate in the DECD STEM Play Inquiry Project. Our educators were involved with a year long inquiry project exploring STEM in preschools, which continues to inform our pedagogy and practices.

Highlights for the year include the ongoing relationship with our local community, with regular visits to Star of the Sea Nursing Home, the Library and Foodland. We continue to develop our relationship with our local schools, Wallaroo Primary & St Mary Mackillop. We were able to be involved with sports days, preschool fun day, school performances and other relationship building activities.

We broadened our programming with excursions to Tarnasey Farm, Kadina Farm Shed & Moonta Trains and the 'Yo Diddle Diddle' theatre performance in Port Pirie. We were also fortunate to have many other experiences happening at kindy including a visit from traveling musician Barry Peters, 'Special Person's Day', Outdoor Classroom Day, YP Vet visit, Animals Anonymous and joining 'Sing Australia' to perform Christmas Carols.

We were fortunate to have such engaged families who supported our preschool in a variety of ways throughout the year including attending excursions and local walks, joining Governing Council, supporting fundraising events and being interested and involved with their children's learning. We thank you all for your valuable time and effort, it is very much appreciated.

## Report from the Governing Council

Following our AGM at the start of the year our 2017 Governing Council was formed. We ended up with a total of 7 members for 2017 which consisted of: Kirsty Miles – Chairperson, Chelsea Donald – Vice Chairperson, Secretary – Amy Raymond, Treasurer – Rachel Toribio, Fundraising – Michelle Hank, Committee Members – Amy Edwards and Samantha Iveson.

The Governing Council assisted in decision making at the Preschool through having input into the Philosophy review, assisting with providing feedback on policy reviews, monitoring the budget, organising fundraising events and assisting with the sale of t-shirts and hats to incoming 2018 families at their transition visits.

The dedication put towards fundraising was one of the biggest achievements for our Governing Council this year. Our fundraising events included PictureProducts, a family disco, Father's Day raffle, Children's preschool photos and the sale of macarons. All up we raised almost \$2000.00 to go towards resources and upgrades for the Centre.

Our 'Volunteering Award for Outstanding Service' this year was awarded to Marcia Daly (& Family) for close to 20 years of ongoing dedication picking and donating her homegrown oranges to our Preschool so the children always had fresh fruit.

We had a great team of committed parents on the Governing Council for 2017 and I thank everyone for the time, dedication and support they showed for Wallaroo Preschool Centre.

Thank you  
Kirsty Miles  
Chairperson 2017

## 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 Quality 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.

Our Improvement Priority for 2017 was: For there to be a pedagogical shift in the way our educators approach inquiry based learning.

Goal 1: Educators are confident in their knowledge and understanding of an inquiry approach to learning and include it in their everyday practices.

Successes:

- Relevant readings and articles were shared between educators to read and critically reflect upon, with key points being shared and discussed as a team at staff meetings fortnightly.
- STEM professional development was brought back to staff meetings for reflection and discussion. This led to some key changes in our pedagogy, such as the shift away from traditional 'group times' to a 'wondering time', promoting child choice and ongoing inquiry projects. Since this change in practice our educators observed children showing a deeper level of engagement and excitement for their learning at these times.

Goal 2: Families recognise and develop an understanding of dispositions and the relevance of these in their child's learning.

Successes:

- Early in term 1 families were invited to use Survey Monkey to provide us with feedback around their views of children's learning and STEM in our preschool. We had a fantastic response with 27 families completing the survey. This information supported our educators to adapt our documentation to ensure we were providing relevant and interesting information about children's learning to families.
- Information about the importance of dispositions and learning at preschool 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.
- We loved reading families responses to their child's learning stories and on their termly statements of learning. We noticed many families mentioned they had observed their child's dispositions such as confidence, creativity and risk taking develop over their time at preschool.

Goal 3: Children develop dispositions to wonder about their world and build on their thoughts, ideas and challenges.

Successes:

- Our learning environment was intentionally set up to provide children continual access to resources and tools that promote dispositions such as curiosity, creativity and persistence.
- Our educators increasingly captured 'children's voice' and used their exact words to capture and document their learning. Through this we began to notice children's ability to recognise and articulate their own learning increasing over the year.

Recommendations for 2018: Continue on our Preschools journey of using critical reflection to shift pedagogy, based on current research and practice.

## Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2015	49	47	49	47
2016	41	42	40	39
2017	44	47	45	

NOTE: The data is 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 were excited to begin the year with 44 children enrolled at our centre. Our Northern Yorke Partnership Preschool Priority of Access policy has supported 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.

Walleroo has high transience levels with people moving in and out of the area due to employment, housing availability and family circumstances. This does have an impact on our centre as throughout 2017 we had 10 children either enrol or leave mid term due to family reasons.

We also had 3 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
2015 Centre	90.3%	93.6%	87.2%	78.7%
2016 Centre	91.9%	81.4%	82.1%	84.4%
2017 Centre	89.5%	88.9%	87.7%	
2015 State	92.4%	90.2%	87.8%	88.5%
2016 State	91.1%	89.6%	87.9%	87.9%
2017 State	90.6%	88.8%	86.7%	

Based on attendances recorded in the two week reference period each term. Data for eligible enrolments as described in the DECD 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.

## Attendance Comment

We continue to promote how important establishing regular routines and attendance patterns is for children during their preschool 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 pleasing to see we are close to, or above the state average for most terms in 2017.

It is also important to note that one child 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)	2015	2016	2017
0459 - Wallaroo Primary School	47.4%	35.7%	39.5%
0460 - Wallaroo Mines Primary School	10.5%	4.8%	4.7%
0778 - Kadina Memorial School	18.4%	19.1%	20.9%
1488 - Moonta Area School	0.0%	0.0%	2.3%
1903 - Blair Athol North School B-7	0.0%	0.0%	2.3%
8200 - Harvest Christian School	0.0%	2.4%	2.3%
9084 - St Mary MacKillop School	23.7%	38.1%	27.9%
Total	100%	100%	100%

NOTE: The data is based on person counts in the two week reference period each term. Excludes pre-entry.  
Source: Preschool Data Collection, Data Management and Information Systems.

## Destination Schools Comment

2017 saw the majority of our children go to Wallaroo Primary School (39.5%). We also saw a significant number of children enrol with St Mary MacKillop School (27.9%) and a smaller amount to Kadina Memorial School (20.9%). Other feeder schools included Wallaroo Mines Primary School (4.7%), Harvest Christian School (2.3%) and Moonta Area School (2.3%). All children were able to access regular transition visits to their chosen school throughout Term 4 to gain familiarity with the school and teachers.

## Client Opinion Summary

In 2017 we had 8 responses to our Parent Opinion Survey which is a slightly lower 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:

- Clearly inform families about the learning program

A sample of key highlights that received a high percentage (75% or above) of 'Strongly Agree' responses include:

- Parents are invited to participate in decisions about their child's education
- The preschool is always looking for ways to improve what it does
- This preschool assists the development of my child's personal and social skills
- Teachers let me know how well my child is doing.
- I think my child receives high quality teaching at this preschool
- My child's teachers know what my child can do and what he/she needs to learn
- My child's teachers make learning interesting and enjoyable.
- My child has access to quality materials and resources that help him/her to learn.
- My child is happy at this preschool this year.
- I believe there is effective educational leadership within the preschool
- My child's teachers provide help and support when it is needed.
- There is a broad variety of communications that inform me about this preschool
- I feel welcome at this preschool.
- I receive helpful information about my child's progress and achievement.

We look forward to making the survey more 'family friendly' in 2018 to increase our response rate.

## 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	\$374,666.18
2	Grants: Commonwealth	n/a
3	Parent Contributions	\$17,026.00
4	Other	\$2000



## 2017 Preschool Annual Report: Improved Outcomes Funding

Improved Outcomes Category (where applicable to the site)	Briefly describe how the 2017 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 and critically reflect on our understanding of the Early Years Learning Framework. Educators have been focusing on critically reflecting and shifting our pedagogy in line with current research and practices.	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 support staff 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 no children in 2017 who had English as a Second Language.	N/A

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