



# Whyalla Stuart Early Childhood Centre Kgtn 2016 Annual Report to the Community



Government  
of South Australia  
Department for Education  
and Child Development

Whyalla Stuart Early Childhood Centre Kgtn Preschool Number: 6628

Partnership: Whyalla

**Name of Preschool Director:**

Lyn Scott

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**Name of Governing Council Chair:**

Christena Faulks

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**Date of Endorsement:**

10/3/2017

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## Context and Highlights

Whyalla Stuart Early Childhood Centre Kindergarten is a standalone centre situated in the suburb of Whyalla Stuart. Whyalla is an industrial town with Arrium/One Steel as the main employer in the region. The mining and steel industry has had a difficult time of late, with huge implications for employment and economic stability in the region. The Whyalla community is working together to find a viable way forward to build a positive future for Whyalla. The Whyalla Partnership of schools and preschools plays an important role in this.

We have a rich diversity of cultures represented at our centre. The diversity of our kindergarten community is valued and families are recognised as the first teachers of children.

The curriculum is based on the Early Years Learning Framework and reflects sound research and knowledge on how young children learn best. We provide a play based program that builds on children's prior knowledge, interests, strengths and fosters a love of learning. Intentional teaching strategies are used to maximise learning opportunities within carefully selected and resourced activities.

We offer our families opportunities to access a variety of programs including:

### SESSIONAL KINDERGARTEN

We offer a flexible service and families are able to choose sessions that best suit their needs. Children who are Aboriginal or under the Guardianship of the Minister are entitled to attend from three years of age.

### INCLUSIVE PRESCHOOL PROGRAM

The Inclusive Preschool Program (IPP) supports children with disability and high support needs to optimise their learning outcomes within a localised preschool setting. It is resourced with additional specialised educators.

### OCCASIONAL CARE (FUNDED)

The centre offers two Occasional Care sessions per week and this was fully utilised during 2016.

### ABORIGINAL FAMILY LITERACY PROGRAM

Aboriginal Family Literacy Strategy provides an additional teacher to connect and engage Aboriginal children and families with our preschool program. It is resourced with a 0.8 teacher.

### KEY PRIORITIES AND HIGHLIGHTS for 2016 INCLUDED:

A focus on literacy and numeracy with high quality teaching and learning, reporting to the indicators.

Sustainability projects - "Know Waste" education program; art projects using recycled materials; excursion to the Landfill and recycling centre.

Special events and excursions - jumpy castle fun days, shared meals, children's story performance, clay project, community fete, farm animal visit and giant obstacle course.

## Report from the Governing Council

I would like to extend a big thank you to Governing Council members that have set aside their time to attend meetings during the current financial year. We have discussed the ongoing issues that affect the general running of the centre.

A highlight of the year was the Mother's day fete which raised \$2600 towards the replacement of the cubby that was in disrepair and had been vandalised. The fete also raised community awareness of our centre and was well attended even though it rained heavily during the day. It was a very enjoyable day and we received positive feedback from families and community members. A big thank you to all Governing Council members who worked together to make sure the day was a success. A new cubby house was purchased and installed and is very popular with the children.

Other highlights included a jumpy castle fun day and family breakfast, an army visit, giant obstacle course, Whyalla show display, clay project and an excursion to Whyalla landfill and recycling centre. A Governing Council member also organised a visit from Old MacDonalds Farm which came from the interests of the children. This was also a great success with the children being able to handle and feed a variety of domestic farm animals.

As a Governing Council we also reviewed and approved the centre's policies and they are readily available for family members. An Occasional Care policy was developed and changes will be made to the site operation of the program from the beginning of the 2017 school year. Regular termly bookings will now be taken, according to a priority of access.

Governing Council would like to thank the staff, families and children who make the centre the success that it is.

## Quality Improvement Planning

### QA.1 Educational Program and Practice

Focus Area: Learning and development is assessed as part of an ongoing cycle – with a focus on Literacy and Numeracy, which is a DECD and Whyalla Partnership priority.

Every child's statement of learning reflected outcomes from the literacy and numeracy indicators. This was based on a variety of data collected through play based experiences in context. All staff attended training with the Primary Maths Association on collecting and interpreting data using the indicators and implementing learning activities using a variety of numeracy resources. New formats for collecting information and planning were developed.

### QA.2 Children's Health and Safety

Focus Area: Healthy eating is promoted at the centre.

The healthy snack policy was reviewed with educators and Governing Council. The Sip and Crunch program was researched and was implemented to promote whole fruit and vegetables for snacks, as this approach is well known in the Whyalla Partnership. Foodbank is ordered weekly so there is always fruit available for children and families to access. The vegetable garden was planted and a group of children visited the garden shop to choose plants. Children were responsible for watering and caring for the plants and enjoyed sharing the fresh produce.

### QA.3 Physical Environment

Focus Areas: Sustainable practices are embedded in operations.

Recycling education continued, with highlights such as the implementation of the 'Know Waste' program; excursions to the landfill site, recycling centre and auto wreckers; recycling crayons; making paper and a focus on recycling in the Whyalla Show display. There was also a commitment to reduce the use of resources and to purchase sustainable resources where possible.

### QA.4 Staffing Arrangements

Focus Area: Documented professional standards guide practice, interactions and relationships for all educators.

To guide consistent practice, a staff handbook was developed that communicates the service philosophy, policies, ethics, code of practice and professional standards. This and the DECD online resources were made available to all educators and will guide professional conversations. The family information handbook was redeveloped with Governing Council to be more user friendly and is available to all families.

### QA.5 Relationships with Children

Focus Area: Relationships with children – implementation of Kids Matter program

Having all staff trained and fully implementing the Kids Matter Program has been problematic. This program does however provide valuable resources and information that educators and families can access on a more informal basis. The program will be continued to be used in this way and promoted as a valuable resource for families also.

### QA.6 Collaborative partnerships with families and communities

Focus Area: Families have the opportunity to be involved with and contribute to service decisions

Supporting an effective Governing Council was again a priority for 2016 and the committee was committed, proactive and motivated. The Governing Council held a very successful Mother's Day fete to raise funds for the outdoor area. This engaged families and the local community. Governing Council and educators collaborated to review and update centre policies and the QIP.

### QA.7 Leadership and Service Management

Focus Area: Effectively documented policies and procedures guide practice and are readily available.

All policies were reviewed, updated and located in a common area for all stakeholders. Site specific policies were reviewed with Governing Council, updated and also displayed. Due to recent staff changes this was a valuable process as all current staff had input into this process. A pupil free day was allocated for this purpose.



## Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2014	31	36	41	42
2015	40	40	44	43
2016	46	52	50	

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

In line with the Preschool Enrolment Policy, the enrolment cap for the centre was set at 50 children for 2016. This was based on a child:staff ratio of 10:1 and meets the requirements for the National Quality Standards. Enrolments steadily increased during the year with a maximum enrolment of 54 children as at 1/12/2016. Aboriginal three year old children are offered twelve hours of preschool per week and this allowed sessions to be allocated to the four children above the enrolment cap, so that staffing ratios were still met. Enrolments at the centre continue to fluctuate and are impacted upon by movement of families from Whyalla due to a reduction in the workforce at Arrium and Onesteel. A dramatic increase in affordable rental properties has also resulted in movement of families within suburbs and therefore preschools. There is a need for flexibility to meet the needs of the community and we were able to accommodate this during 2016.

## Attendance

Year	Term 1	Term 2	Term 3	Term 4
2014 Centre	80.6%	86.1%	80.5%	71.4%
2015 Centre	87.5%	87.5%	84.1%	83.7%
2016 Centre	73.9%	76.9%	84.0%	
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

Attendance improvement initiatives continued to be a major priority at the centre. This included providing flexibility in sessions offered to meet the needs of families; monitoring of attendance data; communication by text messages; sharing the value of preschool; providing a stimulating and responsive learning environment and a priority of building relationships with families and children.

Attendance continued to fluctuate on a termly basis and improved significantly as the year progressed. The majority of children (73%) reached attendance rates above the state average. However several children (11%) had significantly lower attendance rates and this affected the data overall. Educators continued to work with these families to re-engage children at the centre which is of significant benefit to children's well being, learning and development.

## Destination Schools

Site number - Name	Feeder Schools		
	2014	2015	2016
0478 - Whyalla Town Primary School	0.0%	5.0%	7.5%
0559 - Whyalla Special Education Centre	3.7%	0.0%	14.5%
0625 - Whyalla Stuart Campus R-7	14.8%	5.0%	10.0%
0677 - Nicolson Avenue Primary School	18.5%	10.0%	17.0%
0938 - Hincks Avenue Primary School	3.7%	5.0%	5.0%
0968 - Fisk Street Primary School	7.4%	5.0%	0.0%
1133 - Long Street Primary School	40.7%	45.0%	19.5%
1307 - Nicolson Avenue JPS	3.7%	10.0%	0.0%
9086 - Samaritan College - St Teresa's Cps	0.0%	0.0%	7.0%
9087 - Samaritan: Our Lady Help of Christian	7.4%	15.0%	0%
0479 - Memorial Oval Primary School			14.5%
Undecided			5%
Total	100%	100%	100%

## Destination Schools Comment

Whyalla Stuart Early Childhood Centre Kindergarten is a standalone site and children transition into a range of schools in Whyalla. The highest percentage (19.5%) transitioned to Long Street Primary School. Six children (14.5%) transitioned to the Whyalla Special Education Centre from the Inclusive Preschool Program. These children had visited the WSEC twice per term, with their educators from the Kindergarten. This helped to facilitate a smooth transition process. This also supported collaboration and effective partnerships between the Kindergarten and School educators and continuity of learning for children.

## Client Opinion Summary

Fifty hard copy surveys, as well as instructions for completing the survey online, were given out to families. This gave the best possible opportunity for take up. Ten surveys (20%) were returned as hard copy and none online. This process needs to be reviewed in 2017 to ensure more families are able to provide feedback and a more accurate representation is gained and reflected upon.

The surveys showed that parent satisfaction in all aspects of the survey was high to very high, for all four areas: Quality of Teaching and Learning, Support of Learning, Relationships and Communication and Leadership and Decision Making.

The survey highlighted that relationships between educators and families were a particular strength with respondents rating highly areas such as: teachers clearly inform families about children's learning; families feel welcome at the centre; families feel comfortable approaching staff; and families felt confident that concerns would be responded to appropriately.

The survey also provided valuable feedback that practices could be improved even further in the area of supporting families to be more involved in decision making and educational activities.

Written comments from the survey included:

"Good communication with parents. Enthusiastic, comprehensive programming"

"Particularly happy how quickly any issues are identified and actioned."

"Love being able to speak to teacher, they always make time and always welcoming and always helpful."

"My confidence in the management of the preschool/kindy is overwhelming. We feel one would be lucky to find better management anywhere. Its really important to have a competent, caring, well organised, approachable management."

"Communication and respect amongst staff appears to be effective and things seem to run smoothly."

"Very happy, Kindy has exceeded my expectations. Will be sending my younger child"

## DECD Relevant History Screening

All staff employed by DECD at the centre have current DCSI child related employment screening certificates/teacher registration and these are recorded on the HR management system.

The contract cleaner and finance manager, both employed by Governing Council, have a current DCSI child related employment screening certificate.

Visitors at the site have to sign in and show relevant ID and certificates if working with children, will be in proximity to children, have access to records or manage or supervise personnel undertaking those roles.

## Financial Statement

	Funding Source	Amount
1	Grants: State	615,090.08
2	Grants: Commonwealth	0
3	Parent Contributions	8219.25
4	Other	7458.82

## 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	Multiple measures of data and evidence of numeracy/literacy learning for individual children were collected and analysed using the Preschool Numeracy/Literacy Indicators. There is a whole site agreement about what these indicators look like in children's play and what defines a powerful learner. Educators collaborated to critically reflect on their own practice, knowledge and skills, and also engage in professional conversations about numeracy/literacy and how children learn, pedagogy, and differentiated learning as well as planning for groups. Reflection on pedagogy and intentional teaching was recorded in PD Review Plans.	All educators have attended professional learning to improve outcomes (involvement in PLC, PMA – Lisa-Jane O'Connor and regular critical reflection as a staff team).
Improved ECD and Parenting Outcomes (Children's Centres only)		
Improved outcomes for children with disabilities	During 2016 up to 22 children were referred to DECD Preschool Support Services and received preschool support funding, mainly for speech and language interventions. Each of these children were assessed by the DECD Speech Pathologist and an individual program was formulated. Support workers were then employed to work individually with the children on these programs in a one on one situation. Detailed records were kept of each session by the support worker to track improvement and engagement.	Significant improvements were made in children's speech and language development with the majority of children reaching 90% to 100% of their program goals set by term 4.
Improved outcomes for children with additional language or dialect	Preschool Bilingual Program. One child accessed this program with a grant of \$1279 which employed an Early Childhood Worker in terms 2 and 3 to support language development (particularly vocabulary) and to support the child to fully engage with the kindergarten program. These goals were developed in collaboration with the family. The child settled into kindergarten successfully, made lasting friendships and was able to communicate effectively with adults and peers using a varied vocabulary.	Feedback from the family: "We appreciate the kindness you have shown to our family and love and patience you have for J. We couldn't have picked a better kindy. Thank you"

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