Instructions for Using the Preschool Annual Report Template

This Preschool Annual Report template has been provided to aid in the development of your site’s annual report.

Full details of the requirements can be obtained from the Essential Requirements 2015 document at https://myintranet.learnlink.sa.edu.au/operations-and-management/information-and-records-management/assessments/departmental-reports

Please note: The data for your report will be available in SPeRS early November 2015. To assist leaders, SPeRS will also provide selected data reports for your own site. Sites are encouraged to copy and paste the charts and tables from these reports to ensure that all the Essential Requirements 2015 are included in the site’s Annual Report.

<Deleting comments>
Please note all highlighted <comments> in red MUST be deleted from your report. They are there to help guide you with the content of your report. Any sections that are not relevant for your site can be deleted. Please ensure you also delete this instruction page from the template. You will need to replace ‘Preschool Name’ on the front page of the report with your preschool name.

Data for your Reports

- Data for your report can be found in the SPeRS report Data for Annual Report. It has been formatted so you can simply copy and paste the tables and charts you require from this document to your template. If you find the tables and charts in this report do not meet your needs, as in the past, you may also choose to use the Data Profiles or the Site Summary Report in SPeRS.
- Finance data will come from your End of Year Profit and Loss Statement. You can choose to enter the data in the table provided in the template or attach your End of Year Profit and Loss Statement as an appendix.

Hints and Tips for Formatting your Report


Contact Details

For any queries regarding the data sets or the annual report templates please contact Data Management and Information Systems:

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Version 2.4 10/3/2015
Whyalla Stuart Early Childhood Centre
Kindergarten
Annual Report 2015
1. CONTEXT

Preschool Name: Whyalla Stuart Early Childhood Centre-Kindergarten
Preschool Number: 6628
Preschool Director: Lyn Scott
Partnership: Whyalla

Context

Whyalla Stuart Early Childhood Centre Kindergarten is situated in the Western part of Whyalla in the suburb of Whyalla Stuart and is a standalone preschool. Whyalla is an industrial town with our main employer Arium/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 viable alternatives and a way forward for a positive future for Whyalla.

We have a rich diversity of cultures represented at our centre. As a staff we value the diversity of our kindergarten community and recognise families as the first teachers of children. Key priorities for 2015 included:

- Actively engaging families to encourage a sense of belonging at the centre
- Positive, caring and supportive relationships with children so that each child is supported to feel secure, confident, included and valued
- Focus on literacy and numeracy with high quality teaching and learning
- Increasing site enrolments and maintaining high attendance rates

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 for eligible children:**

  As a full time centre we offer 9 sessions per week. We offer a flexible service and families are able to choose sessions that best suit their needs. This includes a combination of full days and half days, with lunch care included as part of the program.

  Children who are Aboriginal or under the Guardianship of the Minister are entitled to attend up to 12 hours of preschool per week from three years of age. They are then entitled to 15 hours for four terms before they start school.

- **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. The program provides families with a preschool education option for their child that is both local and has specialised educational expertise. The IPP is offered each morning from Monday to Friday. The IPP is resourced with a 0.5 teacher and 0.5 Early Childhood Worker. Both of these are increased to 0.6 with Universal Access.

- **Occasional Care (funded)**
The centre offers two Occasional Care sessions per week on a Thursday – morning or afternoon sessions – for children aged between 2 to 4 years. This service is funded by DECD and is resourced with an Early Childhood Worker 0.2.

Preschool Support

Preschool Support is arranged on a needs basis in accordance with the identified needs of the child. There are a substantial number of children accessing Preschool support through the centre.

Aboriginal family Literacy Strategy

The Aboriginal Family Literacy Strategy provides an additional teacher to connect and engage three year old Aboriginal Children, 4 year old Aboriginal Children prior to their eligible year of preschool and families with our preschool program. It is resourced with a 0.8 teacher.

Pre Entry

The centre offered pre entry sessions in term 4, integrated with sessional preschool.

Playgroup

Playgroup operated on a Friday morning and families were responsible for coordinating this service which was very well attended in term 4.

Our main feeder school is Long Street Primary School. Children also transition to all schools in Whyalla, including the Private schools available in Whyalla.

2. REPORT FROM GOVERNING COUNCIL

Whyalla Stuart Early Childhood Centre

Governing Council Chairpersons Report 2015

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.

Our major issue being amalgamation with another learning centre, due to Government cuts in spending. The consensus was if amalgamation was to take place, that Whyalla Stuart Campus was not a viable option and that Long Street School was a more favourable choice. At this point in time a decision is not imminent and we remain a separate entity.

There are always issues with payment of fees but the situation is not as bad as first thought. There have been investigations into this by the centre. It was discovered that some outstanding money wasn’t ‘proper debt’ as accounts had been sent out to children’s families that had ceased to attend the centre due to moving out of Whyalla before 2014. It was first thought that $8,000 was written off, so the centre has been keen to recoup some of the monies owing.
The Centre fees are $45.00 per term, however an ‘earlybird discount’ term fee of $40.00 is offered with early payment in the first two weeks of term. To alleviate initial cost to parents, Centre Pay forms were sent out with accounts and also Bill Pay has been encouraged. It was discussed that we get an EFTPOS machine and the Commonwealth Bank has made us an offer of a machine with no acquisition fees and would be another way to make fees payable to the Centre. The fee to the customer is .6 cents per $100. This matter is to be discussed at a future meeting.

**Attendance**

Text messages are sent out if a child fails to attend. If no answer is received, staff call to see what has happened. In the event neither has brought a response, a staff member makes a home visit.

**Staffing**

There are 40 children enrolled at the Centre, for those 40 children the staffing is as follows;

- Lyn Scott – Director
- Anne Castle – Mainstream Teacher
- Cath Wood – Inclusive Preschool Program Teacher
- Nina Wanganeen – Inclusive Preschool Program Early Childhood Worker
- Phyllis Campbell – Aboriginal Family Literacy Program Teacher
- Sophie Wanganeen – Early Childhood Worker .5, Studying .5
- Sam Davis – Preschool Support
- Paula Tarran – Finance 8 hours per fortnight

**Parent/Caregivers Survey 2015**

The survey was sent out to families and so far the Centre has received 14 responses. The survey is also available online. A prompt page/information sheet has been sent out to parents/caregivers to assist them to complete the online survey.

**Uniforms**

It was decided that the children at the Centre could purchase tops with the Centre logo at the cost of $18. These tops are recommended as they have collars and covered shoulders and are Sun Smart. Bucket hats are also available with the Centre logo at a cost of $5. It is encouraged that when the children start school or leave the Centre that parents can sell the second hand tops and hats to the Centre if they are in good condition to recoup some of their initial cost. Second hand tops can be sold for $4.

**Excursions**

The children have been to the Maritime Museum where they have climbed aboard the HMAS Whyalla and enjoyed a sausage sizzle in the surrounding park. The children also went to the Road Safety Centre to ride bikes to enhance their self awareness in traffic out in the community.

The children had a day at the beach including a sausage sizzle with a good turn out.
Other events at the Centre

Nehal (Early Childhood Worker) came to the Centre in traditional Indian dress and the children ate Indian food to appreciate that everyone enjoys different food in different cultures.

Autism Day

Everyone was asked to come with crazy hair and to bring a gold coin donation to raise funds for the cause.

Staff Training

Kids Matter numeracy focus staff attended a 1 day course and came away with a greater insight into teaching numeracy skills to the children at the Centre. The course was a great success and there will be a further course in 2016.

Fund Raising

To help raise additional funds, it was decided to purchase pens with the Centre name and phone number to sell. 100 pens were purchased and with the order, 100 pens were included free of charge. The Centre is selling the pens for $2.50 each. The pens have only just arrived, so no profit has been made at this stage.

The Cubby House Upgrade

It was discussed at a meeting to hold a working bee to make the cubby house a safer structure for the children to play in. This was undertaken, however following this, further damage was caused to the cubby house due to vandalism. Due to the dilapidation of the structure, insurance was refused and it was decided it would be in the best interest of the children’s safety to dismantle the cubby house. In the future a new one may be purchased depending on the availability of funds and donations.

In closing this report, on behalf of myself and the Governing Council members, I would like to thank Lyn Scott for agreeing to stay in the position of Director of our Centre for the coming year and also the staff who make the centre the success that it is.

We are looking forward to a promising year in which we will maintain the educational, environmental and social needs of the children who attend the Centre and prepare them for their formal years in mainstream schooling.

Thank you all.

Christena Faulks
Chairperson – Governing Council
3. HIGHLIGHTS 2015

2015 has been a wonderfully busy year with many notable highlights which include:

- Autism Awareness Day
- Jumpy Castle Fun day
- Presents for Mother’s day
- Army visit
- Regular sharing of fruit/foodbank
- Campfire Day
- Excursion to Maritime Museum
- Excursion to Whyalla Beach
- Presents for Father’s day
- World through our eyes project

- Whyalla Show Display
- Let’s Count – Numeracy packs
- Yarning Time – family meetings
- Performance-Mrs Scott’s Outing
- Aboriginal Education Expo
- Excursion to Road Safety Centre
- Cooking program
- Kindy in the Park
- Graduation Day
- Visit from Santa

Through reflection and NQF review it was highlighted that we needed to focus on family and community partnerships and document what we do in this area. In 2014 we started a community book where we recorded any family and community related activities and events. This in turn highlighted that it would be beneficial to focus on this as a priority for 2015.

There has therefore been a focus on family involvement in 2015, including a variety of special events for children and families. These events have been very well attended, including extended family members. This has provided excellent opportunities to build relationships with families in a casual, friendly environment.

This was factored into the budget so that we could subsidise events and provide food to encourage attendance and share common ground with all families. Many families volunteered their help and expertise to cook for us and help with activities on the day.

Photos were taken during these events, shared with families and recorded in the Community Book.

4. QUALITY IMPROVEMENT PLAN

QA.1 Educational Program and Practice

Areas identified for improvement:

- Sharing information with families about children’s progress and the program
- Literacy and Numeracy

Through self review it was identified that while we collect detailed information about children’s progress this was not always readily available or accessed by families.

We therefore set up an area where families and children could take the time to sit and look through information/documents. We also held Yarning Time with each family where we shared information, explained our planning documents and process, shared children’s portfolios and encouraged families to access these documents at any time. This was very successful with 100% of families participating. As a result we noted more families and children accessing this information throughout the year. ILPs were made available for families to access also.

The Literacy and Numeracy indicators were introduced with a focus on familiarization for 2015. This was a Whyalla Partnership and DECD priority. Staff accessed T&D and we began using the indicators and critically reflecting upon our practice. In response to this we also amended the program format to reflect literacy and numeracy outcomes. Two staff members attended Smith Family training on sharing numeracy learning with families. Each family received a numeracy pack with resources to share at home.

Results Plus information and support – see attached report.
QA2 Children’s Health and Safety

Areas identified for improvement:
  - Opportunities for children to rest and relax – especially for children accessing full days
  - Healthy eating is promoted at the centre

It was noted that we were having more children access full days at preschool and there was an increased need for opportunities for children to rest and relax throughout the day. We sourced a couch and set up a quiet reading area with bean bags and cushions. Children also access the IPP withdrawal room for quiet activities.

The centre has a healthy food policy but this can be difficult with the increase in prepackaged, convenient snack foods that are often marketed as healthy but contain high amounts of sugar, fats and salt. We trialed a ‘kindy canteen’ where families could purchase a piece of fruit for a nominal cost but this wasn’t very successful. So we accessed foodbank on a weekly basis so that families had a convenient supply of fruit to send to kindy at no cost. Children could also have a piece of fruit when they wanted as it was readily available. This proved to be more successful and we intend to continue this into 2016.

We have noted that we need to continue to address this area, providing information to children and families and encouraging healthy food choices. Less packaged foods will help to reduce waste and support sustainable practices.

QA.3 Physical Environment

Areas identified for improvement:
  - Sustainable practices

Through self review we identified that we could improve our practices to become more sustainable. Staff accessed training through Wipe Out Waste. We obtained a grant and purchased recycling bins. This was towards the end of the year and we made the decision to continue this in 2016 as it will take time to teach children to sort the waste efficiently.

We made the commitment to undertake more sustainable practices in the admin/office area through purchasing more sustainable resources, recycling waste paper, purchasing a printer with refillable cartridges and using less photocopies.

QA.4 Staffing Arrangements

Areas identified for improvement
  - All staff are engaged in and actively contribute to Performance Development reviews

100% of staff completed Performance Development plans during 2015. For some staff this was their first review so this is an area for ongoing improvement and commitment. Training would be beneficial for the Director.

QA.5 Relationships with Children

Areas identified for improvement:
  - Implement Kids Matter program
  - Intentional teaching is used effectively in a play based curriculum

Through self assessment it was noted that friendly and caring relationships with children was a strength in our centre. Intentional teaching opportunities (especially in the literacy and numeracy areas) could be improved upon to provide intellectual stretch. On a fortnightly basis we met to review and challenge our practices through staff discussions and review of current research and pedagogy. The importance of intentional teaching opportunities in a play based curriculum was a focus and this improved our practice.
A pupil free day was taken to complete Component One of the Kids matter Program. This will continue to be a focus for 2016.

**QA6 and QA7 Collaborative partnerships with families and communities and Leadership and Service Management**

**Areas identified for improvement:**
- Effective Governing Council
- Family involvement in Kids Matter

The centre has struggled to maintain an effective Governing Council, especially in 2014. This was therefore highlighted as an area for improvement. Information was given to families about the importance of Governing Council and decision making processes. Ten DCSI security checks were completed for parents/caregivers who were interested in contributing to the Governing Council.

Meetings were held twice termly and well attended. This was a substantial improvement from previous years. From this we hope to now continue with a more focused group of Governing Council members and encourage family involvement with the Kids Matter Program.

## 5. INTERVENTION AND SUPPORT PROGRAMS

**Preschool Support**

During 2015 up to 17 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. Each child also had an Individual Learning Plan which incorporated learning and development in each of the Early Years Learning framework areas and specific goals identified for preschool support. Significant improvements were made in children’s speech and language development with the majority of children reaching 80% to 100% of their program goals set by the end of the year. Detailed records were kept for each session by the support worker involved, to track improvement and engagement.

Up to 3 children also accessed Early Entry support during 2015. 2 of these children will transition into the Inclusive Preschool Program in 2016 and the time spent in early entry will ease this transition process. 1 child made significant improvements and will transition into a mainstream setting.

**Aboriginal Family Literacy Strategy**

Please see attached Aboriginal 3 year old Family Literacy report for detail on this program.

## 6. STUDENT DATA

### 6.1 Enrolments

![Figure 1: Enrolments by Term](image)

*Total Enrolments 2013 - 2015*
Table 1: Enrolments by Term

<table>
<thead>
<tr>
<th>Year</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>46</td>
<td>43</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td>31</td>
<td>36</td>
<td>41</td>
<td>42</td>
</tr>
<tr>
<td>2015</td>
<td>40</td>
<td>40</td>
<td>44</td>
<td></td>
</tr>
</tbody>
</table>

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

Enrolments have remained relatively steady over the past 3 years. There has been an increase in enrolments for 2015 from the 2014 period. Enrolments at the centre can be impacted upon by movement of families from the area and children moving into and out of care of relatives.

6.2 Attendance

Table 2: Attendance Percentages 2013 - 2015

<table>
<thead>
<tr>
<th>Year</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013 Centre</td>
<td>69.6</td>
<td>74.4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014 Centre</td>
<td>80.6</td>
<td>86.1</td>
<td>80.5</td>
<td>71.4</td>
</tr>
<tr>
<td>2015 Centre</td>
<td>87.5</td>
<td>87.5</td>
<td>84.1</td>
<td></td>
</tr>
</tbody>
</table>
There has been a notable increase in attendance for the 2015 period. This has been a major priority at the centre with many initiatives undertaken in this area. These have included family engagement, monitoring of attendance data, text message correspondence, sharing the value of preschool and a priority of building relationships with families and children.

Attendance Improvement Initiative funding was used to employ an ECW to track and monitor attendance and help to build and support relationships with children and families. An ECW completed an Aboriginal traineeship at the centre and continued in this role to support attendance. Funding was topped up through a Tailored Support Package to enable full time work to maximize opportunities.

### 6.3 Destination – Feeder Schools

#### Table 3: Feeder School Percentage Data 2013 - 2015

<table>
<thead>
<tr>
<th>Site number - Name</th>
<th>Type</th>
<th>2013</th>
<th>2014</th>
<th>2015 No. of chn</th>
<th>2015 % of chn</th>
</tr>
</thead>
<tbody>
<tr>
<td>0478 - Whyalla Town Primary School</td>
<td>Govt.</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>0479 - Memorial Oval Primary School</td>
<td>Govt.</td>
<td>7.7</td>
<td>0</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>0559 - Whyalla Special Education Centre</td>
<td>Govt.</td>
<td>0</td>
<td>3.7</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>0625 - Whyalla Stuart Campus R-7</td>
<td>Govt.</td>
<td>19.2</td>
<td>14.8</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>0677 - Nicolson Avenue Primary School</td>
<td>Govt.</td>
<td>0</td>
<td>18.5</td>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td>0938 - Hincks Avenue Primary School</td>
<td>Govt.</td>
<td>0</td>
<td>3.7</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>0968 - Fisk Street Primary School</td>
<td>Govt.</td>
<td>7.7</td>
<td>7.4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>1133 - Long Street Primary School</td>
<td>Govt.</td>
<td>38.5</td>
<td>40.7</td>
<td>10</td>
<td>37</td>
</tr>
<tr>
<td>1307 - Nicolson Avenue JPS</td>
<td>Govt.</td>
<td>7.7</td>
<td>3.7</td>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td>9087 - Samaritan Our Lady Help of Christian</td>
<td>Non-Govt.</td>
<td>19.2</td>
<td>7.4</td>
<td>4</td>
<td>15</td>
</tr>
<tr>
<td>Other – leaving Whyalla</td>
<td></td>
<td>1</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>100.0</td>
<td>99.9</td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

Based on the percent of children currently enrolled who will attend school in the following year, where the expected school is known. Due to rounding totals may not add up to 100%.

Source: Term 3 Preschool Data Collection, Data Management and Information Systems
The majority of children will be attending Long Street Primary School in 2016. As a stand alone site we feed into most schools in Whyalla and this can make transition and effective partnerships with schools a challenge. We have started to build closer ties with the Whyalla Special Education Centre, visiting several times this year with children from the Inclusive Preschool Program.

### 7. CLIENT OPINION

See appendix for Parent Satisfaction Survey results

42 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 as families could complete the survey online or as a hard copy.

14 surveys were returned and entered onto the system. This was a major improvement on 2014.

The surveys showed that parent satisfaction in all aspects of the survey was high to very high for those that were returned.

### 8. ACCOUNTABILITY

All DECD employed staff 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.

All Governing Council members have a child related volunteer screening certificate. These were applied for and funded by the centre.

We have had one TAFE student doing a practicum and she too had relevant screening.

Copies of all DCSI checks are held at the centre.

Visitors at the site have to sign in and show relevant ID and certificates if:
- Working with children
- In proximity to children
- Have access to records
- Manage or supervise personnel undertaking those roles

### 9. FINANCIAL STATEMENT

See Appendix
10. Appendix

Parent Opinion Survey
Aboriginal Family Literacy Reports
Results Plus Report
Profit and Loss Statement
Standard Balance Sheet