



Hallett Cove Preschool 2016 Annual Report to the Community



Government
of South Australia
Department for Education
and Child Development

Hallett Cove Preschool Preschool Number: 3604

Partnership: Marion Coast

Name of Preschool Director:

Helen Creeper

Name of Governing Council Chair:

Claire Lamb

Date of Endorsement:

28th March 2017

Context and Highlights

Hallett Cove Preschool is part of the Marion Coast Partnership and is situated adjacent to the Hallett Cove Shopping Centre and Hallett Cove Community Child Care Centre.

Our centre is an attractive and purpose built construction, offering spacious, flexible indoor and outdoor learning areas that provide opportunities for a range of large and small group interactions. Our long standing commitment to sustainability and environmental education is reflected throughout our learning environment. and has provided a basis for our focus on numeracy and literacy learning in 2016. Our preschool has a commitment to providing a high quality intentional curriculum within a play based-learning environment ; child initiated experiences are extended by educators to develop children's thinking skills and to provide them with opportunities to see themselves as competent and capable learners. During 2016 the staff team were focussed on tracking, evaluating and documenting each child's development across the year to develop their learning program.

This year our staff comprised of 1 full Time Director, 1 Full time Teacher, 1 Full time Early Childhood Worker(ECW) . A 0.4 FTE teacher and 0.2 FTE ECW were funded by the Universal Access Program. Also a Support Early Childhood Worker and Bilingual Educator supported children accordingly

During 2016, 73 children were enrolled for part or all of the year at Hallett Cove Preschool. Children accessed Preschool for 2 full days either Monday /Tuesday or Wednesday / Thursday as well as alternating sessions on a Friday afternoon.

At the end of their Preschool year the majority of children transitioned to local government and private schools ;our strong connections with both Hallett Cove School and Hallett Cove East Primary school supported children and their families in smooth transitions to school

Families at our Preschool were representative of diverse family situations and cultural backgrounds. The staff team have strived to develop strong relationships with all children, parents and extended families at our preschool and with the broader community to support children's learning

Families continued to access our Playgroup on a Friday morning and this continues to be a strong feeder for our Preschool enrolments for the coming years . We are also very excited by Governing Councils approval of the Occasional Program for a trial during 2017.

Report from the Governing Council

Hallett Cove Pre-School has enjoyed yet another busy and productive year

Throughout 2016 the kindy focussed on numeracy learning as priority of the Marion Coast Partnership. Governing Council approved 2 Pupil free days; one on the 19th August for the staff to work as a team with Deb Lassock to work on children's numeracy thinking skills and on the 4th November for self review and QIP planning.

Occasional Care was approved to start in Term 1 2017 for two to four year olds with two 3 hour sessions running each Wednesday..

Many community activities and fundraisers have been successfully organised and attended throughout the year. Firstly the Community Night in the beginning of term 2 allowed families the opportunity to meet each other and the children a chance to show off their work. The Bunning's BBQ in July this year raised over \$1500 with the help of many parents and staff throughout the day. A Dad's Movie Night, complete with sausage sizzle was also enthusiastically attended by many in September, the children loved their quality time with Dad. In Term 4 the hugely successful Funathon took place at the kindy, raising over \$1800. The children and their families got hugely involved in this and was a great way of getting extended family members involved in the kindy with all family members invited to watch and cheer along the children completing the obstacle course. Also in Term 4 the sale of the kindy tea towels as well as the Christmas raffle both contributed towards a highly successful fundraising year, allowing the kindy has benefitted in a much needed new lawn area, installed over the Christmas holidays.

Another successful year, I would like to thank the staff on behalf of all the kindy families for their continuing hard work and dedication and also the Governing Council for allowing all these positive experiences to happen.

Quality Improvement Planning

During 2016 our Quality Improvement Plan (QIP) focussed on elements of Pedagogy, Relationships with Children, Partnerships with families and Leadership/ Management. Priorities of our Marion Coast Partnership Plan and Results Plus were woven through to complement our site priorities determined from our 2015 Site Review.

In Quality Area1 -Program and Practice a focus on documentation and sharing this with families did not achieve the connections with families as hoped. While educators shared "learning stories" with parents, invited them to look in our Floorbooks and their child's portfolio , and created informative displays of children's work (and anecdotal evidence and Term 1 Parent surveys indicated a high level of satisfaction with their children's learning and how this was communicated to them), our 2016 Parent Opinion Surveys indicated a less satisfied clientele than previous years with a 20 % shift to Agree from Strongly Agree. In 2017 we shall continue our focus on documentation and sharing learning with families to look at better ways to connect with parents to inform them about our learning program for their child, how the child is progressing and show they can support this learning at home.

Further to developing their pedagogy our staff team worked with the practices of "Ask, don't tell" and enacting "Wait time", giving children the opportunity to develop their thinking skills and develop their Executive Functions to "Stop and think" or "think again" to revise/develop their ideas. Evidence that this has been successful is when we see children revisiting experiences to hone their skills and children are heard using phrases such as "stop and think.." to peers.

To further support this the staff team have been developing their skills to work with children using an inquiry approach which we will work to embed in 2017.

We have also been working with our Marion Coast Early Years PLC to de-privatise and share practice for example, during 2016 we worked to track and monitor children's learning using our "What have you noticed about a child today?" learning wall (adapted from another site to suit our context) to individualize learning goals for each child and reflect on each child's progress. This informed our mid year and end of year Statements for Learning and was the basis for our mid year parent teacher conversations where 57 of 71 parents accepted the opportunity to contribute reflections and goal setting for their child, and feedback to their child's teacher. In 2017 we shall continue this practice but may adapt new methods to ensure equity.

Our 2016 focus on Numeracy & Literacy using a play pedagogy and developing our skills to document this using the Indicators of Preschool Numeracy & Literacy in learning stories and Statements of Learning , supported educators to develop their understandings of the Indicators to a level where they could share with parents about children's learning in a playful learning environment. More than 80% of children showed competency in 3 or more of the Indicators. During 2017 we shall continue our work with the Indicators to deepen our understandings and critically reflect about our learning environment to inform our cycle of Literacy and Numeracy Improvement. In 2016 the staff team used the Reflect Respect Relate Involvement and Active Learning scales to assess the learning experiences provided for children across the year with consistently high results.

During 2016 the Director also worked to develop her own skills and to work with staff to develop their skills through a performance conversation schedule. aligned to the Teacher standards and Partnership priorities. Again deprivatisation of practice allowed for educators to share skills and support each other in their work.

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2014	65	66	67	66
2015	76	78	78	82
2016	71	73	74	

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

From the data here, it appears our enrolments had a gradual increase over the year. However, enrolments fluctuated throughout the year with children moving in and out of the Preschool. Some families did not choose to enrol their child for Preschool until midway through the year, and came to us because at that stage there was no space at their local kindergarten. (Our centre self funded additional staffing in Terms 1 & 2 and was supported with additional 0.5 ECW hours in Terms 3 and 4 to cater for additional enrolments).

Attendance

Year	Term 1	Term 2	Term 3	Term 4
2014 Centre	96.9%	92.4%	86.6%	93.9%
2015 Centre	90.8%	94.9%	87.2%	90.2%
2016 Centre	93.0%	93.2%	90.5%	
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 remained high through out the year despite illness and family holidays effecting our data in Term3 as per previous years.

Families responded to posters and newsletter articles suggesting that regular attendance at Preschool supports their child's learning with anecdotal feedback suggested their commitment to their child's regular attendance

Destination Schools

Feeder Schools (Site number - Name)	2014	2015	2016
0524 - Belair Primary School	0.0%	1.2%	0.0%
0640 - Hallett Cove School	52.7%	56.6%	60.6%
0734 - Ceduna Area School	0.0%	0.0%	3.0%
0913 - Seacliff Primary School	0.0%	1.2%	0.0%
1044 - Reynella South Primary School	0.0%	0.0%	1.5%
1053 - Hallett Cove East Primary School	10.9%	16.9%	19.7%
1054 - Hallett Cove South Primary School	9.1%	0.0%	3.0%
1056 - Woodend Primary School	9.1%	2.4%	1.5%
8014 - Woodcroft College Inc	1.8%	1.2%	0.0%
8456 - St Martin de Porres School	16.4%	14.5%	9.1%
9009 - St Teresa's School - Brighton	0.0%	1.2%	1.5%
9074 - Stella Maris Parish School	0.0%	2.4%	0.0%
9124 - Antonio Catholic School	0.0%	1.2%	0.0%
9402 - Sunrise Christian School	0.0%	1.2%	0.0%
Total	100%	100%	100%

Destination Schools Comment

Increasing enrolments of children to both Hallett Cove School and Hallett Cove East Primary school are indicative of confidence in quality learning and programs at these schools, our strong connections with these schools, and support of transitions for these children and families.

The decrease in enrolments to St Martin de Porres School has continued this year and seems reflective of a shift away from non government schools at our preschool.

Some of the data here is not correct as families made decisions relating to school choice during Term 4 but this only effects the data by a small amount.

Client Opinion Summary

* Our Parent Opinion Surveys were offered to all 76 families at the Preschool in Term 3 of these 26 were returned.

*Generally high level of satisfaction with our service;most responses to all questions answering either as Agree or Strongly Agree. Many favourable comments , others offering constructive advice to develop the Preschool's support of learning and families.

*Responses of concern :

One respondee indicated a level of dissatisfaction with communication of their child's progress and program for their child. This along with the neutral responses in the Relationships and Communication section informed our Self Review Process in Term 4 for the preparation of our 2017 Quality Improvement Plan.(QIP)

Also taken into consideration were responses in the Leadership and Decision making section which will also be addressed in 2017 QIP .These were some indications of Neutral response around seeking parent opinions about decision making and the educational program.

When comparing 2014 and 2015 responses with these 2016 responses, there seemed to be a general shift towards Agree rather than Strongly Agree. This affirms our need to adhere to the 2017 Quality Improvement Plan and take steps to engage regularly in critical reflection of our program for quality learning, strong communication and relationships with parents to guarantee an improvement in Parent perception data for 2017

DECD Relevant History Screening

All staff, tertiary students on placement, volunteers and Governing Council members who do not have a child at the service, as well as Site based contractors have DCSI Relevant History screening and are required to provide evidence of this to the Director prior to starting at our Preschool. The Director signs on Site Induction form that she has sighted RHS certificate and a copy is taken and filed.

Processes are in place to ensure applications for staff screening is undertaken in a timely manner to not impact their employment at the site.

Financial Statement

	Funding Source	Amount
1	Grants: State	434571
2	Grants: Commonwealth	
3	Parent Contributions	31145
4	Other	11218

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	<p>Funding was used to support staff attended Professional development to support their understanding of the Indicators for Preschool Numeracy & Literacy and used this knowledge when documenting, planning and reporting progress to inform the planning cycle for each child.</p> <p>An ECW was employed to video staff practice for reflection about numeracy pedagogy and questioning skills</p> <p>New books for our Library were purchased and 20 Literacy Kits updated to support families with their child's literacy.</p> <p>An Indigenous story teller was visited the centre on 4 days through out the year to support Aboriginal children's cultural literacy experiences</p>	<p>More than 80% + of children showed age appropriate numeracy & literacy skills; competency in 3 or more of the Indicators.</p> <p>Staff developed questioning skills for numeracy.</p>
Improved ECD and Parenting Outcomes (Children's Centres only)		
Improved outcomes for children with disabilities	<p>Preschool support Program funding (total 291 hours) was received to support 7 children's development for :</p> <p>Supporting Children's Speech and language development</p> <p>Supporting a child with Global developmental Delay. Language, Social Competence and Motor skill Development.</p> <p>Supporting a child with Behaviour. Implementation of Behaviour Plan</p>	<p>Information regarding Support received achievements at Preschool and recommendations for school were shared with DECD Reception teachers</p>
Improved outcomes for children with additional language or dialect	<p>Through the Preschool Bilingual program 2 children at our Preschool received support to develop their skills in English, which supported interactions with peers and educators . The children were supported through out the program, aspects of their cultures were shared with the other children and staff.</p>	<p>Both children skills and confidence in English supported their transitions to School's formal learning environment</p>

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