



Eudunda Community Preschool 2016 Annual Report to the Community



Government
of South Australia
Department for Education
and Child Development

Eudunda Community Preschool Preschool Number: 2653

Partnership: Goyder & Light

Name of Preschool Director:

Sandy Keith

Name of Governing Council Chair:

Emily Geister

Date of Endorsement:

8/3/2017

Context and Highlights

Fulltime Enrolments for 2016 varied between 13 and 15 children with 15 Pre-entry children in Term 4. Staffing including Universal Access adjustment was 0.6 Director, Sandy Keith and 0.5 ECW Julie Schulz. We employed a Preschool Support ECW for increasing hour throughout the year, by Term 4 this person was with the children 15hours a week with an additional person for one day a week. A teacher was employed on the transition days for the pre-entry children. Occasional Care program staff were: 0.1 Director Sandy Keith, ECW2, Julie Schulz and ECW1, Sheralee Waldhuter.

A playgroup was held at the Centre once a week with between 6 and 8 families attending in 2016.

Close ties between the preschool and Eudunda Area School continued in 2016 with an effective Transition Plan in place and shared professional learning.

Professional Development for staff included CPR update, Indicators of Preschool Numeracy and Literacy training, Occupational Therapy training, Results Plus training, Occasional Care online training and partnership PLC. We also participated in a partnership wide project with an Occupational Therapist, this project included staff training and an opportunity for OT assessment of identified children.

Highlights for the year include among other things:

- * Transition days
- * Clean Up Kindy day
- * Visit to the Eudunda Aged Hostel
- * Grandparents Afternoon Tea
- * Excursions to a local farm, the hospital, Robertstown Preschool, Emily Loves to Bounce
- * SALA participation
- * Book Week Parade
- * Miss Pitt's wedding
- * Road Safety Rangers

Report from the Governing Council

Eudunda Preschool – Chairperson's report 2016 AGM

As 2016 comes to a close, I really would like to thank everyone involved in making this year be as successful as it was. The staff and members of the Governing Council have been extremely helpful and supportive in all fundraising we have done.

We held our working bee in the holidays of term 3-4, and I think, everyone could agree it was super successful, with all the timber being re-oiled and the water tank being fitted among other things, and the families who pitched in on the day was fantastic.

It would have been nice to have more parent input and support at our regular meetings, but I think that is just an ongoing thing from year to year.

The Grandparents' Day, Mothers' day and Fathers' Day afternoon's received lots of positive feedback and are a great way to get parents and grandparents involved and seeing what the kids get up to.

A massive thanks must go to Louise Jenke, without her organisation and care, we would not have had the great year we have.

I must say a special thank you to all the staff here at the kindy, we are a very lucky community to have the quality of teachers and staff that we have.

I also want to thank you all for allowing me to be this year's chairperson, I have thoroughly loved every bit of it!

I look forward to welcoming the 2017 Governing Council.

Merry Christmas to all,

Emily Geister

Quality Improvement Planning

Improvement Priority 1: Improved Outdoor Learning Environment

Goal 1

Improve areas of Outdoor Environment: By the end of 2016 develop the targeted areas in the outdoor learning environment ensuring that they are accessible, inclusive and inspire awe and wonder.

This was a continuation of a 2015 Improvement Priority and the work we did then. This year we reassessed our outdoor area and decided against some previous ideas, as this year's children's involvement and engagement was quite high in the areas we were considering changing. We added a rainwater tank to provide water for our mud kitchen, relocated our mud kitchen close to the rainwater tank and close to our garden, which was not ideally placed for things to grow, but made an excellent source of mud for our mud kitchen. We introduced some logs and after a risk vs benefit assessment allowed the children to play with the sticks that fall from our assortment of trees. The play that followed was amazing with high levels of involvement and engagement and an abundance of creativity, problem solving and joy. Our plans for 2017 are to provide more 'loose parts' and to attend a training day 'Nature Play, Natural Maths and Meaningful Documentation' to gather further ideas for improvement.

Improvement Priority 2: Quality Learning - Maximise Learning and Have High Expectations for Learning

All children demonstrated progress in their numeracy and literacy learning including children on preschool support. Oral language, reading and writing skills were recorded each term using TROLL, children's numeracy and literacy learning was also recorded against the indicators of preschool numeracy and literacy and reported in their statement of learning. Parents were provided with the indicators and information about them and staff undertook professional learning to enhance their understanding.

Staff reviewed their provision of activities and enhanced the numeracy and literacy elements. Engagement levels were monitored and children's input contributed to the programming and implementation of activities. Staff and community audits were conducted to determine attitudes towards numeracy/math and further information/resources were provided. A high focus on learning dispositions has been part of the planning and some work on growth mindset was implemented. A site numeracy agreement and a site literacy agreement were completed in conjunction with partnership agreements. We have done some work in encouraging 'the productive struggle' but would like to expand on this along with looking at 'wait time' in 2017.

Client satisfaction was high in this area with all surveys being in the 'Strongly Agree' category. Parent comments included: "Very caring staff who are welcoming and show an interest in my child", "My child is very happy. Loves going and her teachers. She has progressed in leaps and bounds. I am very happy with the education and care they provide for my child. She feels safe and free." "(My child) has learnt so much this year. He loves coming and all the different things there are for him to do and learn about."



Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2014	13	14	16	16
2015	14	14	15	17
2016	14	15	14	

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

Although enrolments at Eudunda Preschool traditionally fluctuate, often following economic and environmental trends, 2016 enrolment numbers, were very similar to those in 2014 and 2015. 2017 enrolments are predicted to be very similar to 2016, however influxes of transient enrolments, occur from time to time due to the availability of cheaper housing in Eudunda and therefore enrolment numbers can be hard to predict and don't necessarily remain stable. The lower numbers of enrolments have had considerable impact on our staffing eligibility and although we were fortunate to be funded for a Director and Teacher in 2014 we were only funded for a Director and ECW in 2015 and 2016.

Attendance

Year	Term 1	Term 2	Term 3	Term 4
2014 Centre	92.3%	100.0%	100.0%	100.0%
2015 Centre	92.9%	92.9%	93.3%	94.1%
2016 Centre	92.9%	93.3%	92.9%	
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

Our attendance rates were very similar to the previous year, but not as high as in 2014. Our attendances continue to be well above state averages.

Absences due to illness impact on our attendance data particularly as our numbers are low. Many local farming families traditionally take holidays in the first few weeks of the school year which also influences our attendance data.

We continue to monitor absences and support regular attendance. Parents are asked to let us know when a child is going to be absent and why. DECD information about attendance is provided to families and the importance of regular attendance is discussed with families both informally and at our parent conversations.

Destination Schools

Feeder Schools (Site number - Name)	2014	2015	2016
0200 - Kapunda Primary School	0.0%	0.0%	7.1%
0385 - Robertstown Primary School	0.0%	8.3%	0.0%
0755 - Eudunda Area School	37.5%	16.7%	35.7%
9095 - St John's Lutheran School - Eudunda	62.5%	75.0%	57.1%
Total	100%	100%	100%

Destination Schools Comment

In 2016, 35.7% of our children graduated to Eudunda Area School which was considerably higher than 16.5% in 2015, but more in keeping with the years prior. 57.1% went to the non-government school, compared to 75% the previous year, with only 37.5% of these graduates not having siblings at the non-government school. We had one child whose nominated destination school was Kapunda primary but who ended up attending EAS, so we had no children graduating to Kapunda Primary School in 2016..

The number of children graduating to Robertstown Primary varies from year to year depending on whether or not their preschool is in recess.

Client Opinion Summary

Parent Comments-Quality Teaching and Learning

"Very caring staff who are welcoming and show an interest in my child"

"My child is very happy. Loves going and her teachers. She has progressed in leaps and bounds. I am very happy with the education and care they provide for my child. She feels safe and free."

Parent Comments-Support of Learning

"My child loves going and comes home eager to show me what she has learnt."

"No special needs required but I am told they help many others in the community. As for materials and resources go it seems excellent but teachers may have some improvement ideas."

Parent Comments-Relationships and Communication

"I love the informal chats and parent interviews to discuss the progress of my child."

Parent Comments-Leadership and Decision Making

"Very approachable staff."

Parent Comments-Other

"More than happy with everything. Hope they have many more years teaching young minds."

"A wonderful preschool with amazing teachers"

"A fantastic centre :-)"

The parent opinion survey was conducted in August. Parents were given the paper survey due to previous years lack of response if the online option was offered. We had 8 returned from the 14 distributed.

Results indicate a high level of satisfaction with the elements surveyed. All ratings are between 4 (agree) and 5 (strongly agree), with the majority being strongly agree and only strongly agree being selected in the area 'Quality Teaching and Learning'

DECD Relevant History Screening

Relevant History screening has occurred for those whose certificates expired as well as new volunteers. This is monitored at a site level with systems in place to ensure certificates are current. Staff screening is also monitored and reminders followed up to ensure all staff have current certificates.

Financial Statement

	Funding Source	Amount
1	Grants: State	\$440
2	Grants: Commonwealth	-
3	Parent Contributions	\$5272.90
4	Other	\$4571.80

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	All children had their literacy and numeracy learning tracked against the Indicators of Preschool Numeracy and Literacy and EYLF and progress was reported in their Statement of Learning. EIA, EAG and ELLS funding was also used for training and support in language and literacy and numeracy. Children's oral literacy was tracked with the TROLL. Staff attended a Partnership PLC to deepen their understanding of the indicators and numeracy and literacy learning. Learning from L&N Plus training was implemented at the site as well as across the partnership.	Improved numeracy and literacy engagement for children, understanding for staff and information provided to families. +
Improved ECD and Parenting Outcomes (Children's Centres only)	In 2016 we had 73% of children accessing preschool support. 91% were being supported for speech & language difficulties. (Of these 70% also had OT and/or Physio support. 9% were supported for OT, Physio and behaviour concerns. Support was provided for all of these children and for PD, online learning, collaborative planning, programming time, professional readings and conversations for staff. EIA, EAG and ELLS funding was used to further support these and the other children in literacy.	66% of children started the year with severe speech & language difficulties with 83% being case closed by end of year. OT and Physio support Improved engagement in learning +
Improved outcomes for children with disabilities	N/A	
Improved outcomes for children with additional language or dialect		

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