



Coorara Preschool Centre 2016 Annual Report to the Community



Government
of South Australia
Department for Education
and Child Development

Coorara Preschool Centre Preschool Number: 3621

Partnership: Panalatinga

Name of Preschool Director:

Joylene Klein

Name of Governing Council Chair:

Teagan Sutton

Date of Endorsement:

21 February 2017

Context and Highlights

Coorara Preschool is a 'hidden gem', tucked in behind Coorara Primary, with a wonderful green and spacious outdoor learning area. We are a small, family orientated preschool with a high percentage of families living locally and then transitioning into the neighbouring primary school with which we enjoy a growing, close relationship. Preschool session hours were 8.30 – 3.00 Tuesdays and Wednesdays, and 8.30 – 10.30 each Thursday during Terms 1 + 2. After community consultation, Thursday sessions were changed to 8.30 – 12.30 alternate Thursdays during Terms 3 + 4 to better accommodate families' needs and children's attendance at Coorara Cubs/school orientation programme.

There were many highlights during 2016; here are just a few, in no particular priority order –

- Children highly engaged for the whole day during a nature and junk play event/incursion. Using natural and recycled materials, our visiting educator set up various play areas that enabled children to build tree branch cubbies, experiment with water flow, create original music on handmade instruments, make paints by crushing coloured rocks, get really dirty with clay and learn the art of rope tying. A length of rope found the next day became one child's most treasured possession!!
- Successful PALS Social Skills Programme during which all children enjoyed and learnt from the puppets, role play DVDs and songs, all supported by staff reinforcement during the kindy day. The parent feedback received was overwhelmingly positive. Parents appreciated the parent information sheets as well as the children's learning.
- Well attended and supported Mini-Olympathon, demonstrating that numeracy learning happens in all our kindy learning, including our outdoor, physical fun.
- Our end of year / graduation celebration had 100% family participation; attendance (including children, parents, family and friends) was approximately 100 – a full kindy!!
- Playgroup this year was on Thursdays during kindy sessions, enabling the younger children to become familiar with kindy routines and staff. The kindy children enjoyed playing with and caring for the younger children, while learning special play skills; a mutually beneficial play time.

Report from the Governing Council

What a great year. The kids settled in to kindy life well, enjoying the newly renovated building and beautiful grounds. The open plan environment allowed staff and children to imaginatively play without unnecessary constraints.

I have enjoyed being involved with the Governing council & am very grateful to council members Rebecca, Simone, Cate, Kerry, Kiri, Mikayla and Sharleena for working well as a group. The decisions and discussions we participated in throughout the year included kindy fees, approving pupil free days, fundraising and the purchase of new items to benefit the kindy.

Fundraising has been fantastic this year. The annual Mother's & Father's day stalls were held in a spare school classroom creating more opportunity for the school children to view products & less interruption on the kindy students. This, along with devoted committee members & other helpful parents, made both stalls a tremendous success. Our Easter & Christmas raffles also proved popular with many items donated by families and local businesses. Thank you to everyone who gave their time and energy for these vital events.

A highlight of our year was a Mini-Olympathon held in term 3 for children and their families to enjoy. It was fantastic to see so many parents, extended family & friends support their little loved ones through sponsorship and participation in the sports activities. Our end of year celebration & graduation on the last day was a similar experience with the kindy full to capacity. The children had a wonderful time singing and sharing their year's achievements.

We thank our director Joy for her continued guidance, helping us find our feet and voices to best support the kindy. And thanks to all the amazing staff for their constant dedication to the children's learning and personal growth in 2016.

Kind regards, Teagan Sutton.

Quality Improvement Planning

Each year a very comprehensive Quality Improvement Plan (QIP) is developed; informed by self-review by staff, feedback from families, state and partnership priorities, and feedback from our Education Director and Early Years Leader. This QIP is regularly reviewed. The National Quality Standards have 7 Quality Areas and improvement actions are planned under each heading.

1. Educational Programme and Practice – Learning plans linking children’s learning opportunities, including numeracy and literacy learning, and the Early Years Learning Framework were developed and made available to parents. Plans were based on children’s identified needs, interests and requests, as well as parent feedback. A reflection sheet highlighting some of the children’s learning was displayed each week and copies put into children’s folders. Children’s learning was used to inform the development of individual learning plans (ILPs) for every child. Parents used both formal and informal opportunities to discuss and add to their child’s ILP while looking at their photo file and folder. These core work areas will continue into 2017, developing programmes to suit the needs and interests of a new group.

2. Children’s Health and Safety – Our healthy foods guidelines was reviewed after receiving significant parent feedback. Families responded well to the allergy restrictions. Various rest time models were tried resulting in children being offered rest time options. Emergency evacuation and evacuation practices were time tabled, but we now need to coordinate off site evacuation procedures with the school.

3. Physical Environment – Thanks to our parents’ wonderful fundraising efforts, new outdoor PVC blinds were installed, increasing our inclement weather play space. The inside improvements have worked well this year, giving us a more inviting and flexible indoor learning space. A sustainable practices poster was developed, children took an interest in recycling and some garden care was started. This area can further develop in 2017 along with introducing more natural movable play items as experienced during our nature play event.

4. Staffing Arrangements – Time-tabling staff lunch breaks was easier with four staff most days. We were fortunate to have excellent and consistent relief staff who connected well with children and other staff.

5. Relationships with Children – Building warm relationships with all children is a high priority. Staff consistently and patiently supported children to build good friendships with each other and we were pleased to observe the improvement in all children’s behavior and play skills, and the reduced number of conflict situations. Our parent information sessions and ways we gather information about children have been refined, enabling staff to get to know some of the children’s needs before the start of the year.

6. Collaborative Partnerships with Families and Communities – Improvements in this area include above mentioned induction processes and ILP discussions; plus all families supported children to make a family poster to display; amazing participation in events, governing council meetings and fundraising opportunities; and parents appreciated regular text contact for reminders etc. Updating the website remains a ‘to do’ for 2017.

7. Leadership and Service Management - There is a culture of continuous improvement that is regularly included at Governing Council meetings and discussed during staff meetings. Staff have continued to sort and organize resources and archive as required. Some policies have been reviewed, with others on the list for 2017. Administration and financial matters are well organised. We were given a perfect audit result.

2016 was a busy and successful year – thanks to all staff, children and families.

Enrolment

| Year | Enrolment by Term | | | |
|------|-------------------|--------|--------|--------|
| | Term 1 | Term 2 | Term 3 | Term 4 |
| 2014 | 18 | 22 | 22 | 22 |
| 2015 | 16 | 15 | 18 | 17 |
| 2016 | 24 | 25 | 22 | |

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

Term 4 enrolment was 23. Over the year 28 different children attended Coorara Preschool, with 1 starting school mid year, 2 shifting interstate and 2 shifting to distant Adelaide suburbs.

Attendance

| Year | Term 1 | Term 2 | Term 3 | Term 4 |
|-------------|--------|--------|--------|--------|
| 2014 Centre | 88.9% | 86.4% | 72.7% | 90.9% |
| 2015 Centre | 93.8% | 93.3% | 88.9% | 82.4% |
| 2016 Centre | 91.7% | 76.0% | 177.3% | |
| 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

Term 4 attendance was 92%, Term 3 attendance actually 88.6%. Three out of the four terms we were above state average. Term 2 attendances lower than expected due to illnesses and two families away on holidays during reference weeks.

Destination Schools

| Feeder Schools (Site number - Name) | 2014 | 2015 | 2016 |
|---|-------|-------|-------|
| 0156 - Goodwood Primary School | 0.0% | 6.7% | 0.0% |
| 0323 - Coorara Primary School | 88.9% | 93.3% | 93.8% |
| 8390 - Prescott College Southern | 5.6% | 0.0% | 0.0% |
| 8418 - Southern Vales Christian College | 0.0% | 0.0% | 6.3% |
| 9124 - Antonio Catholic School | 5.6% | 0.0% | 0.0% |
| Total | 100% | 100% | 100% |

Destination Schools Comment

At the end of the year 16 children transitioned into Coorara Primary, 2 to Pimpala Primary, 1 to Southern Vales Christian College, 1 to Christies Downs Primary, 1 to Morphett Vale Primary and 1 to Reynella East College.

Client Opinion Summary

43% (10 out of 23) families returned the parent opinion survey. The results are generally very positive, with high levels of satisfaction for most of the questions. The comments too are generally very positive. Staff listened and responded to the concern of lack of excursions, by organising several highly successful incursions and explaining that our planned excursion had clashed with our Olympathon. Also bus travel had become more expensive than most families were prepared to pay.

The number of 'neutral' replies and one negative are a concern and have been noted. They include the topic of including parents in decision making processes and seeking parents' opinions about educational programs. During the year, parents' feedback has been consistently invited via newsletters and learning plan outlines, but this is an area we will work at to improve during 2017, possibly including several more shorter written and verbal surveys throughout the year.

The PALS social skills programme was extremely well received by children and their parents. Parent feedback was received via verbal anecdotes as well as six completed survey sheets. One quote ...'we were at our wit's end and had tried numerous ways in which we could help (our child) achieve these skills, especially listening and asking for help. (Our child) is now listening to instructions..., shares more with (his/her) brother...it has helped us immensely'...Another parent's quote ...'The session times, support at kindy and parental handouts helped me to provide a consistent approach at home.'

DECD Relevant History Screening

Staff Relevant History Screening records are kept up to date with due dates noted. Visiting staff and workers' RHS are sighted by the Director or site leader on the day. Regular contractors (cleaners, gardeners etc) RHS are sighted. Our Governing Council does not have any employees, so no employees to check. The new processes have meant our parents have not needed RHS checks at their level of involvement.

Financial Statement

| | Funding Source | Amount |
|---|----------------------|---------------|
| 1 | Grants: State | \$ 239 003.70 |
| 2 | Grants: Commonwealth | n/a |
| 3 | Parent Contributions | \$ 8 655.00 |
| 4 | Other | \$ 5 061.28 |

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 | Building Teacher Capacity: Indicators of Preschool Numeracy and Literacy funding was used for staff development, enabling all staff to work together developing children's individual learning plans, monitoring, recording and assessing for children's learning in the areas of literacy and numeracy. | All children progressed in numeracy and literacy learning and this was recorded via a combination of staff observations, intentional teaching times and photographs. |
| Improved ECD and Parenting Outcomes (Children's Centres only) | | |
| Improved outcomes for children with disabilities | 46% of our children received Preschool Support over the year. The extra ECW hours allocated were used to employ staff to work with children individually and in small groups on speech and language programmes under the guidance of our DECD speech pathologist. Staff time was also used to support children in their play / social skills, needs identified in their individual learning plans. These ILPs were developed by staff in consultation with parents and our DECD special educator. | All children receiving preschool support progressed in their learning, indicated by the re-writing of goals as each goal was achieved. |
| Improved outcomes for children with additional language or dialect | Not Applicable | Not Applicable |

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