



North Ingle Preschool 2016 Annual Report to the Community



Government
of South Australia

Department for Education
and Child Development

North Ingle Preschool Preschool Number: 1634

Partnership: Montague

Name of Preschool Director:

Dina Zunis

Name of Governing Council Chair:

Jamie White

Date of Endorsement:

14/2/2017

Context and Highlights

Our school based preschool continues to show steady growth with an increase in enrolments from 2015 to 2016. We currently operate 0.5 with children accessing 15 hours and 5 sessions per week including 3 mornings and 2 afternoons. Currently enrolled are 30 full timers including 3 indigenous children, 1 of which is 3 years of age.

Highlights

- Liaising regularly with the Early Childhood Leader
- Daily Literacy and Numeracy focus using indicators
- Rearranging and redeveloping the Preschool's indoor learning space, as a result of using the Reflect Respect Relate involvement scales and indicators.
- Weekly Transition Play program with the Early Years classes in the school
- Transition to School program in Term 4
- Pre-entry visits in Term 4 - children attended one half day session for 3 weeks
- Integration of Phonological Awareness and Concepts of Print into the curriculum with a whole group, small group and individual focus
- Focus on student voice in learning - Montague Partnership
- Focus on questioning, and developing children's questions in everyday play and learning – supported by Professional Learning Communities with other sites in our partnership
- Preschool special events –Henny Penny Hatching program, Healthy Harold, Harmony Day, Sports Day, Metropolitan Fire Service visit, mini beast visit, Animal Capers, Kid's Music Company, Book Week, Planetarium/Library excursion, fundraising cake and ice block stall, Hahndorf Farm Barn excursion, participation in the school end of year concert, Preschool Graduation and end of term music and movement performance for parents
- Strong focus on belonging - including child and family experiences and special cultural celebrations, events and cultural cooking experiences with parent helpers
- The addition of a mud kitchen and extra water play opportunities in the outdoor environment
- Continuing to plant, grow and harvest fruit, vegetables and plants in our garden beds
- Preschool SSO has worked in consultation with the Speech Pathologist to develop speech programs as part of the preschool support program
- Individual Learning Goals identified for all children reviewed and updated termly.
- Individual Learning Plans have been developed for our Indigenous children
- \$400 outdoor grant – used to purchase new sandpit tools, utensils and toys
- A one million dollar redevelopment of the Preschool to commence at the end of 2016 including new fencing around the preschool boundaries extending the outdoor space,

Report from the Governing Council

The Governing Council has focused on the Quality Improvement Plan as well as reviewing pre-school policies, budget management, and looking forward to the future with added resources to support teaching and learning. Our preschool continues to make progress as well as retaining high quality staff to lead a good program of learning. The preschool is the introduction to our student base and plays a pivotal role in the transition to school for all families. This year there have been many highlights and I would like to acknowledge that the Governing Council has played a part in the decision making process in the following aspects of the school. The Governing Council assists and works with all sections of the school from the Preschool to Year 7.

This is complemented by a committed and professional staff team.

Preschool Highlights

- Reviewing the preschool policies and functions in line with current programs and activities.
- Assisting with the support of fundraising requests from the preschool staff and children
- Providing input into the Quality Improvement Plan
- Tabled reports from the Preschool Staff at the Governing Council meetings
- Reviewing and acknowledging the Assessment and Rating recommendations as reported to our service under the National Quality Framework in accordance with the Education and Early Childhood Services
- The staff have continued to work on the recommendations following the assessment and rating process.
- This year our preschool continues to attract and retain high quality teaching and administration staff who are committed and focused on improving our education standards to the highest level so that every child receives the very best learning outcomes.
- The upgrade will create great new learning spaces for indoor and outdoor play. We look forward to new beginnings in 2017.

Jamie White
Chairperson
North Ingle School & Preschool



Quality Improvement Planning

Quality Area 1: Educational Program and Practice

Priority 1.1.3: To ensure that suitable routines are put in place that maximise opportunities to support each child's learning needs within the emergent curriculum.

Action: Staff have planned for longer uninterrupted play based learning time as part of the daily schedule. Staff have implemented a planning process to include specific and intentional teaching, as well as emergent planning based on observed children's interests and needs. Staff have been focussing on student voice and children asking questions within daily play and learning. Staff have been using the Reflect Respect Relate Involvement Scales to observe child engagement and involvement in the indoor learning environment and made changes to play spaces to better suit the needs of all children.

Priority 1.1.6: To ensure that staff have a focus on intentional teaching within the play based curriculum.

Action: Staff purposefully plan literacy and numeracy based learning experiences and work closely with the indicators on a daily basis to develop whole group and small focus groups for literacy, numeracy, fine motor, concepts of print and Phonological Awareness.

Quality Area 2: Children's Health and Safety

Priority 2.1.3: To involve parents and volunteers by developing a parent/volunteer cleaning roster.

Action: A written roster has been developed for cleaning and is shared on the parent noticeboard for parents to volunteer at any time to assist with Preschool cleaning duties.

Quality Area 3: Physical Environment

Priority 3.2.1: To further develop the Preschool outdoor area to provide more opportunities for children to explore natural environments

Action: New additions to the outdoor environment include a mud kitchen, a larger digging patch and extra opportunities for water play, including a small river in the digging patch. The Preschool held a whole school fundraising event to raise money for a rainwater tank for safe and easy access to water for water play.

Quality Area 4: Staffing arrangements

Priority 4.2.2: Staff to work collaboratively on the focus of student observations to be discussed and shared regularly and used to inform individual learning stories

Action: Observations on children are noted daily to ensure all children are observed fortnightly. Documented observations are placed in our Planning book to inform planning and individual learning stories. All children have a minimum of two individual learning stories in their portfolios. All notes are discussed among staff during weekly staff meetings.

Quality Area 5: Relationships with Children

Priority 5.2.2: Staff to provide students opportunities to develop skills in sharing, negotiating, turn taking and resolving conflicts

Action: Staff have been using the 'You Can Do It' social-emotional learning curriculum to develop positive social skills in everyday interactions with staff and peers. Staff model and discuss social boundaries and conflict resolution strategies on a daily basis with children through planned group activities and games.

Quality Area 6: Collaborative Partnerships with Families and Communities

Priority 6.3.1: Staff will develop relationships with local businesses and the Salisbury Council

Action: Staff have contacted the council regarding possible donations of native Australian flora for the outdoor area. Staff have contacted local businesses regarding possible donations of any outdoor/gardening resources.

Quality Area 7: Leadership and service management

Priority 7.3.5: Leadership and staff to develop a Parent Information Booklet

Action: Parent Information Booklet has been completed.

Priority 7.3.5: Leadership to update Preschool website

Action: Information, photos and layout have been updated.

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2014	16	20	19	24
2015	23	22	22	22
2016	28	30	30	

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

2016 enrolments have been the highest since 2014. There are multiple factors that have contributed to our high numbers this year. More than half our enrolments have a connection to our preschool and school already. A benefit to being a smaller school with close connection with families encourages younger siblings to be enrolled in our preschool. 13 enrolled children have an older sibling or cousins in the school which shows our close connection with our families within the school. 3 children have attended our preschool this year, following on from older sibling/s that have previously attended North Ingle Preschool, and although they have attended other schools, parents have enrolled younger siblings to our preschool to have the same positive preschool experience. Other children have been enrolled due to parents within the school highly recommending our site. Our on-site Playgroup has played a significant part in bringing new families into the school community.

Attendance

Year	Term 1	Term 2	Term 3	Term 4
2014 Centre	93.8%	85.0%	84.2%	79.2%
2015 Centre	87.0%	81.8%	68.2%	77.3%
2016 Centre	89.3%	90.0%	90.0%	
2014 State	90.0%	88.9%	86.1%	87.1%
2015 State	90.5%	88.5%	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 percentages for 2016 have been close to and above state attendance levels. We have had the highest consistent attendance rate since 2014. 2015 data shows low attendance, which was largely contributed to flu, colds and illnesses. 2016 has presented with less illness among this cohort of children. This year staff sent out regular information to parents throughout the year regarding the importance of regular preschool attendance, and procedures to follow if their child is away for illness or family reasons. Staff follow up with any absences on a daily basis and keep regular and daily communication with parents and families. Preschool staff have a genuine care for each and every child, their wellbeing and attendance which is clearly communicated to parents and families. Our preschool staff go above and beyond to develop positive relationships with children and families to ensure a strong sense of belonging within the preschool and school community.

Destination Schools

Site number - Name	Feeder Schools		
	2014	2015	2016
0897 - Elizabeth Grove Primary School	0.0%	0.0%	3.9%
0987 - Mawson Lakes School	5.6%	0.0%	0.0%
1134 - East Para Primary School	0.0%	4.6%	0.0%
1177 - Salisbury Heights Primary School	0.0%	0.0%	3.9%
1183 - North Ingle School	94.4%	86.4%	88.5%
8006 - St Francis Xavier's Regionl Cath Sch	0.0%	0.0%	3.9%
8439 - Tyndale Christian School	0.0%	4.6%	0.0%
9115 - Prescott Primary Northern	0.0%	4.6%	0.0%
Total	100%	100%	100%

Destination Schools Comment

From 2014 to 2016 more than 86% of our children have enrolled at North Ingle School, with an increase from 2015 to 2016. Children not attending North Ingle School have siblings already attending other schools, or have moved house and are attending a school closer to home. At the beginning of 2016 one child intended to enrol at another school but after a wonderful preschool experience and connection with the school, the family decided to enrol their child at North Ingle School in 2017. Our weekly transition program, positive relationships, effective communication about their child's development were all contributing factors in this decision.

Client Opinion Summary

There has been an overwhelming positive response from the Parent Opinion Survey in 2016. In Quality of Teaching and Learning, Support of Learning, Relationships and Communication, Leadership and Decision-Making domains, all 11 opinion responses were between 4.5 and 4.8 on the 5 point scale rating.

Parent comments included:

- Since starting Preschool my son has been coming home with all different bits of knowledge. "Pluto isn't a planet anymore". He loves Preschool and can't wait to start big school.
 - Quality of teaching is very good. My child learned a lot and my child is always happy to tell me everything she learned in preschool.
 - We are extremely happy with our Preschool. Wouldn't change a thing (except we would prefer if it was 5 days).
 - Wonderful preschool and we are very happy with our child's progress with learning and developing self confidence. Our child feels very comfortable at the preschool and the teachers are amazing.
 - My daughter loves going to preschool and always has lots of fun. She loves coming home and telling us what she has learnt that day. The teachers and SSO's are great, friendly people, who are always happy to chat.
 - Teachers and staff are all very warm and welcoming, and they are all very approachable.
 - Teachers are extremely helpful and friendly. I love their progress folders which contain photos of activities they have been doing, worksheets which shows improvement, art work etc. Being a working mum you sometimes feel like you miss out as you have to rush off to work, this way I can still see him participating in activities and see the progress he has made.
 - My child is always excited to go to preschool. The preschool improved her social skills and I am very very satisfied with the kind of teaching my child receives especially on her speech skills.
- Parent opinions and feedback are valued for ongoing improvement to our service.

DECD Relevant History Screening

All our staff, parent volunteers, Governing Council members and third party providers on our site present with a current DCSI child related clearance. A site induction and RAN Training are also completed every year. All volunteer applications are now processed online by the Principal or delegate. A hard copy of the approved clearance is presented to the Principal and kept on site. All approved clearances are entered onto EDSAS by the Administration Officer. The Teacher Registration Board endorses all clearances of their employees. DCSI expectations were successfully fulfilled by the school.

Financial Statement

	Funding Source	Amount
1	Grants: State	
2	Grants: Commonwealth	
3	Parent Contributions	\$5,646.00
4	Other	

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		
Improved ECD and Parenting Outcomes (Children's Centres only)	Preschool Support Program Funding was allocated to support 5 children with speech delay and language development. Referrals were put forward and assessments were conducted by the DECD Speech Pathologist. The teachers and SSO staff worked in collaboration with the pathologists to provide an intensive speech and language program for the identified children. There were two children with severe receptive and moderate expressive language delays, The program supported general sound stimulation;a variety of sounds in isolation and auditory discrimination of sounds.	Improvement was made in speech and language development, particularly in children's receptive and expressive language delay. NDIS services have been recommended as follow-up
Improved outcomes for children with disabilities		
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.