



Willow Close Preschool Centre 2016 Annual Report to the Community



Government
of South Australia
Department for Education
and Child Development

Willow Close Preschool Centre Preschool Number: 4675

Partnership: Heysen

Name of Preschool Director:

Beryl Barnard

Name of Governing Council Chair:

Mel England

Date of Endorsement:

15/2/2017

Context and Highlights

Context

Willow Close is situated in the southern sector of the rapidly expanding town of Mount Barker in the Adelaide Hills. Enrollments this year have been the lowest in 10 years with a maximum of 66 children enrolled and attending. Staff team in mainstream: 1 full time Director; 1 full time teacher; 1 full time ECW; 1 0.5 ECW; and 1 preschool support worker averaging 15 hours per week. Staff working in the Inclusive Preschool Program: 1 teacher 0.5; and 1 ECW 0.5. The families are from varied socio-economic backgrounds. High proportion of children with additional needs attending IPP and receiving preschool support. We offered: 15 hours of Preschool; half and full-days; a lunch care program; an Inclusive Preschool Program to support children with disabilities/high support needs; mainstream preschool support for children with additional needs; and Playgroup for families. The centre is used by Anglicare on weekends to support parents with access visits. Traditional strong supportive Governing Council - 10 members in 2016.

Highlights

Sustainability, including caring for our environment, was a key focus. We promoted recycling - the children learned to recycle and sort waste into appropriate bins (recognizing recycling symbols) and took part in caring for our worm farm. Our incubator provided opportunities for the children to see chickens hatch from eggs, caring for them and handling them with respect. Supporting our focus on healthy eating and physical activity, parents were involved during our 'healthy eating week' where the children made their own lunches at preschool. Many parents cooked with the children throughout the year, read stories to small groups, attended our special persons visiting week and helped out on our annual excursion to the Monarto Zoo. Nature Ed visited with a variety of animals and we studied life cycles with Monarch butterflies and frogs. Preschool to school transitions were enhanced through a series of collaborative partnership meetings. Our site was assessed under the National Quality Standards and received an overall rating of 'Exceeding the National Quality Standards' - great affirmation of a cohesive dedicated staff, supportive Governing Council and parents who all work towards achieving best learning outcomes for children. Children's Centre - early plans are in progress towards relocating Willow Close Preschool adjacent to the Mount Barker South School as a stand alone children's centre scheduled to open in 2018.

Report from the Governing Council

2016 included a supportive group of 10 parents volunteering their services on Governing Council. A meet and greet night was held in Term 1 and attended by 30% of the families sharing a meal together with a fairy visiting the children and doing face painting on the night. 90% of families attended our end of year celebrations with a shared tea followed by songs, present giving and farewelling the children. The preschool was represented at the Mt Barker Show through provided free activities for young children and families - staff and parents volunteered their time to coordinate and welcome families. Parents helped out at the kindergarten disco. Playgroup grew steadily from 10 families to 24 families with a focus on community. Governing Council were kept up to date with proceedings of the new Children's Centre that is to be built for 2018. Willow Close Preschool will be relocated to the new site at Mount Barker South School. Support was given to a family who lost a parent early in the year. The response from families was overwhelming with over \$1100 raised to support the family. Decisions: was made by Governing Council to partly fund staffing in the Inclusive Preschool Program in 2017 as numbers have increased to 12 warranting a full time programme; input was sought and decisions made for final approval of preschool philosophy statement; Cyber Safety and Security Policy was developed and ratified; closure day for staff to take part in hands on Numeracy training; to fund early entry for Children with special rights; all policies and procedures were reviewed; replenish resources in mainstream and the Inclusive Preschool Program; support given to staff to prepare for National Quality Standards Assessment the preschool received a overall Exceeding rating; Governing Council funded bus trip to zoo for children in Term 4.

Quality Improvement Planning

QA 1.2.1 - each child's learning & development is assessed as part of an ongoing cycle of planning, documenting & evaluation.

Success: all documentation aligned to literacy and numeracy indicators in program, floorbook, learning stories and statements of learning by educators in the centre. Staff undertook numeracy training throughout the year to support/improve their teaching practices. Evidence of staff adopting mathematical language and confidently having conversations with parents about their children's learning. All children provided an opportunity to participate in small group Learning Committee, data collated and informed planning. Yakka Tracker used to profile the children's communication abilities at end of Term 1 and then again at end of Term 3. Staff identified reluctant talkers, took notes and observations of these children and linked to cycle of planning. At end of Term 3 staff noted growth in 80% children's communication.

QA 1.2.2 - Educators respond to children's ideas and play and use intentional teaching to scaffold and extend each child's learning.

Success: through daily reflections documentation of children's ideas and wonderings informed planning. Half year focus on life cycle of various creatures included hatching chickens and butterflies and growing vegetables in the raised garden beds. Outdoor play was a major focus where children explored the natural playground, worked cooperatively in the mud kitchen and initiated many varied sensory learning experiences.

QA 2.2.1 - Healthy eating is promoted and food and drinks provided by the service are nutritious and appropriate for each child.

Success: healthy eating noticeboard created for parents/carers containing images and recipes for healthy lunch box choices as well as snippets in newsletters. The response to this was positive through conversations with parents asking for recipes and sharing their expertise through cooking with the children. Commenced cooking program with the children using fresh produce from our garden where possible and sharing fresh vegetables with families. 'Make your own wrap' week to enable children to experience a variety of healthy foods, conversations at lunch time and when cooking focusing on foods that support our health, all contributed to the big picture of healthy eating.

QA 3.3.1 - Sustainable practices are embedded.

Success: Nature inquiry in the park. The children demonstrated curiosity and care for their environment: the chicken hatching program; mulching the young trees at the Monarto Zoo; visiting animals from Nature Ed and private providers; caring for the worm farm through recycling their fruit/lunch scraps; and actively caring for the raised garden beds (watering, weeding, planting and watching the vegetables grow).

QA 4.2.1 - Professional standards guide practice, interactions and relationships.

Success: All teachers attended variety of professional development sharing information and engaging in discussions reflecting on practices during daily reflections and in staff meetings.

QA5.2.1 - Each child is supported to work with, learn from and help others through collaborative learning opportunities.

Success: Staff took part in Sensory Integration training, Module 2 of Kids Matter focusing on social and emotional development in children and wellbeing conversation/professional development with Sara Richardson. Strategies derived from team discussions during training were put into action - relationships high priority.

QA 6.2.1 - The expertise of families is recognised and they share in decision making about their child's learning and wellbeing.

Success: parent involvement in centre through cooking, reading, gardening.

QA 7.1.2 - Induction of educators, ... is comprehensive.

Success: Staff handbook/induction folder upgraded.

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2014	83	79	80	80
2015	77	79	78	79
2016	63	66	65	

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

Over the past 10 years the enrolment numbers have exceeded 75 children each term. 2016 indicates a dip in numbers however there are 72 children enrolled for 2017. The Inclusive Preschool Program has continued to have full enrolment with the maximum of 6 children attending daily. The program will increase to full time in 2017 with 12 children enrolled.

Attendance

Year	Term 1	Term 2	Term 3	Term 4
2014 Centre	92.8%	97.5%	95.0%	95.0%
2015 Centre	96.1%	94.9%	93.6%	89.9%
2016 Centre	96.8%	92.4%	90.8%	
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

Attendances have been consistently high at Willow Close over the past 10 years and above the State Average some of which is due to the hard work and dedication of the staff team in particular building relationships with the parents. Another contributing factor is recognition of our community's valuing education in the Early Years.

Destination Schools

Feeder Schools (Site number - Name)	2014	2015	2016
0225 - Littlehampton Primary School	1.3%	0.0%	0.0%
0239 - Macclesfield Primary School	6.4%	5.1%	0.0%
0285 - Mount Barker Primary School	11.5%	10.2%	22.5%
0306 - Nairne Primary School	1.3%	0.0%	0.0%
1539 - Mount Barker South Primary School	16.7%	13.6%	28.6%
8007 - The Hills Christian Comm Sch -Verdun	1.3%	0.0%	0.0%
8369 - Mount Barker Waldorf School	1.3%	0.0%	0.0%
8420 - St Mark's Lutheran Primary School	35.9%	32.2%	32.7%
9046 - St Francis de Sales College	19.2%	28.8%	12.2%
9096 - St Michael's Lutheran Primary School	5.1%	10.2%	2.0%
9402 - Sunrise Christian School	0.0%	0.0%	2.0%
Total	100%	100%	100%

Destination Schools Comment

Mount Barker South, Mount Barker Primary School, St Mark's Lutheran Primary School and St Francis de Sales College were our main feeder schools in 2016. Staff from all feed in schools visited the children at pre school before transition visits and took part in NEP meetings where required. Preschool educators supported children on transition visits to some schools where appropriate.

Client Opinion Summary

All families were invited to participate in the client opinion survey - 1.98% responded - 3 on line and 2 returned hard copies.

In all areas of the hard copies the responses ranged from agree to strongly agree. Two comments were made: "Leadership is excellent and is reflected in the smooth running of the kindy" and "Excellent facility with amazing educators - love this preschool."

During Term 2 all parents were given a survey seeking information such as if they would like to be more involved in their child's learning and areas in the quality of the teaching and learning they would like to see improvement. 25 from 63 families returned the survey. For involvement in the centre - 6 indicated they wanted to be more involved, 14 wanted to be more involved but don't have time and 5 did not want any involvement. In the quality of the teaching and learning the parents who responded indicated they would like their children prepared for school in particular with their literacy and numeracy learning.

DECD Relevant History Screening

Governing Council members
Volunteers
RAN training by Governing Council members

Financial Statement

	Funding Source	Amount
1	Grants: State	\$4728.50
2	Grants: Commonwealth	nil
3	Parent Contributions	\$30,600.00
4	Other	nil

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	Professional development for all staff with main focus on the numeracy indicators including interactive in-house hands-on workshop called "Maths is all around you". Educators used literacy Yakka Tracka to document children's communication growth. Responding to parent queries, an information brochure was created highlighting practical ways to engage in everyday numeracy opportunities with their child.	Staff using numeracy & literacy indicators to report on children's learning. Educators increase use of numeracy language when working with children & conversing with parents.
Improved ECD and Parenting Outcomes (Children's Centres only)		Improved articulation, speech sounds and self regulation evident in all children with One Plans.
Improved outcomes for children with disabilities	One Plans developed in consultation with parents & daily reporting via communication books between preschool & home. Termly review meetings with educators & service providers planning for children receiving preschool support & those enrolled in the IPP. Children engaged in 1:1 & small group work to support the children's learning. Educators took part in sensory integration & social/emotional professional development to meet the needs of the children.	Educators noted all children's increase in verbal communication with peers and staff.
Improved outcomes for children with additional language or dialect	With minimal preschool support staff worked in partnership with the families and with the children implementing their Individual Learning Plans to provide an inclusive learning experience where the children flourished.	

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