



Lake Wangary Preschool Centre Annual Report 2013



Context

Term 3 2013 All policies in place and updated

Preschool Name:	Lake Wangary Preschool Centre	Preschool Number:	6630
Preschool Director:	Nola Purslow	ECW:	Nerrilee McRostie
Region:	Eyre and Western		

Same Start Date began for us in term 4, 2012. Our service is a Rural Policy Centre offering families 2 days per week over five terms. This provides more than 600 hrs of preschool before they start school, but our community committed to providing an extra session to families when Universal Access began in term 3, 2011. This year the Governing Council is funding one session per fortnight (3hours 45 minutes) for our ECW to attend planning and programming. This has been budgeted for 2013. Hopefully in 2014 families will have access to nine sessions per fortnight over 4 terms and staff will be funded for planning and programming.

85 % of children access the preschool via one of three primary school buses, one from the township of Coffin Bay and two others from the rural farming communities of Coult, Wanilla and Mount Dutton Bay. This year the greatest percentage of our children access the Coffin Bay bus.

Our centre has a close working relationship with the Lake Wangary Primary School, a short walk across a road. We utilise their resources and share community events when possible as Transition to school is built into our weekly program.

Playgroup is offered at the Lake Wangary Preschool each Friday from 10 – 12 and in the Coffin Bay Hall each Monday from 10 –12

Quality Improvement Plan

Our QIP is discussed and reviewed at each Staff Meeting and Governing Council Meeting. Feedback from our Line Manager and Early Childhood Coordinator has been positive, especially concerning development of our Philosophy Statement, detail in Strengths of each Quality Area (QA), and the way we have been working towards providing progress notes regularly to measure success.

QA 1: Each child's current knowledge, ideas, culture, abilities and interests are the foundation of the program.

Assessment: Formalise assessment process to improve information available to inform each child's learning program.

2013 has seen us concentrate on using Assessment for Learning and Development in the Early Years Using Observation Scales Reflect Respect Relate (RRR) Please see ECW Report.

In 2014 we will use all 4 Scales to assess our teaching and children's learning using a variety of data. For example, at Planning & Programming sessions staff will evaluate assessment collected as video, photographs, formal and informal note taking, Language and Numeracy assessments, learning plans, interviews and conversations.

QA 2: Education and care service must have policies and procedures

Assessment: Check all policies are in place and updated

2013 have all policies updated and staff familiar with current site policies. Policies sent home to parents and included in enrolment packages.

In 2014 we will encourage families to provide food that is consistent with Aust. Govt. guidelines Get Up & Grow: Healthy Eating and Physical Activity for Early Childhood.

QA 3: Premises, furniture and equipment to be safe, clean and in good repair

Assessment: All resources are regularly checked to be safe, clean and in good repair

2013 has Capital Programs and Asset Services “Daily and Quarterly Inspection Checklist for SA Govt. Schools” included in Hazard Alert Book which is checked at each staff meeting.

In 2014 we will assess the challenging elements of outdoor and indoor environments that allow for experiences that scaffold children’s learning and development and offer chances for appropriate risk taking.

QA 4: Professional standards guide practice, interactions and relationships.

Assessment: Staff able to access professional documents including NQS, QIP, EYLF, RRR and other related resources.

In 2014 we will document how new information and innovative ideas and approaches are gathered, shared and enacted.

QA 5: Assessment of staff in relation to how they develop and maintain respectful and equitable relationships with each child.

Assessment: Staff familiarisation with RRR Relationship Scales All staff filmed interacting with children.

2013 Videoing by staff and parents for Relationships Scale. Difficult to find time to analyse data. Pupil free day planned to gain 4 rating “Gaining Proficiency”

In 2014 we will continue to assess the curriculum with a focus on 5.2.2. Each child is supported to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve problems.

QA 6: Storage of records and other documents

Assessment: Review current storage facilities, information about what records need to be stored and improve storage facilities

2013 did not see the improvement of our long term storage of relevant information.

In 2014 we will plan improvement for orientation and enrolment procedures with a focus on families having easy access to information.

QA 7: Service practices are based on effectively documented policies and procedures that are available at the service and reviewed regularly

Assessment: Update review of policies and procedures

2013 revealed out of date policies and procedures. Diligence needed to ensure process is maintained each year to ensure families are aware of current policies and procedures.

In 2014 improvement is needed with assessment and documentation of Induction Process, Personal Performance Plans and QIP.

REFLECT RESPECT RELATE
LAKE WANGARY PRESCHOOL
Our RRR Journey
By Nell McRostieECW

In 2008 Reflect Respect Relate (RRR) arrived at our preschool. It was a big brown book and looked rather daunting. We are a small rural Kindy and our collaborative planning time is minimal. At the time we were just starting to get our head around the new Early Years Learning Framework (EYLF), reading literature and attending workshops. We kept hearing about RRR but didn't feel we had the time to delve into it.

During 2010 we embedded EYLF into our curriculum and become confident in its use. Half way through the year we pulled the big brown book out and began reading it again. We held a Pupil Free Day and discussed ideas raised in the DVD's. It was inspiring. It showed us how looking at our own practices and reflecting on our work ethics and attitudes could be very beneficial for ourselves, the centre and most importantly the children. We purchased a camera that made filming easy and quick to download on to the computer. Filming our practices, reflecting on them and discussing if changes needed to be made, was a great start for us.

In 2011 National Quality Standards became more of a priority for our centre. My study for the Diploma in Children's Services helped me understand these new regulations. I was able to help the Director update policies and formulate our Quality Improvement Plan. All of these changes in a short period of time was overwhelming for me and we felt that we never had enough time to get everything done. Already a lot of things were being done in our own time, so once again RRR went to the back of the pile.

We still discussed RRR at staff meetings and decided to start with the Relationship Scale as we thought we were pretty good at this already. And so the filming began. But I became frustrated as I felt we couldn't film when we were also responsible for supervising the children either inside or out on our own. We tried to get parents to film us but found trying to get 5 examples over the entirety of the day was unachievable. We tried to film each other using the parent to supervise but this also presented the same problems. Our other problem was finding the time to watch the videos and rate them using the relationship scales. Time, time, time it seemed like we never had enough and I found I didn't even want to look at or discuss the RRR.

In 2013 Pam Stanley came to our Kindy to help us rate ourselves using the relationship scales. She explained that filming wasn't the only tool to use for reflecting and showed us how to use the things we were already documenting to rate ourselves. Portfolios, children's individual files, children's ILP'S, daily notes we wrote at the end of the day, Kindy newsletters, photos we took and conversations we had during the day or at staff meetings. This was like a light bulb moment for me personally and knowing this, was like a weight off my shoulders. We were just focussing too much on the filming and not using all the resources we had.

Since then we have begun to embrace RRR and rated ourselves on the relationship scales. In 2014 we will begin working on the active learning environment scale and the involvement scale. The big brown book is not scary anymore and we have learnt to start embedding RRR into our centre. I can see how this document is a great tool for improvement in our practice and by reflecting on all of the areas we can make our centre better for our children.

I have gone from being overwhelmed and frustrated to feeling more excited about RRR and how it can benefit us as educators and improve the planning cycle for our children. I look forward to the next chapter.

Intervention and Support Programs

In 2013 one student was referred to Speech Pathologist. He was not given support hours but a program was put in place to promote positive self-concept, understanding of and language development for basic concepts, such as in front/behind, first/last, on/under. Speech Pathologist visited us regularly each term to assess his development and provide family and staff with a report and ideas to continue his learning.



LAKE WANGARY PRE-SCHOOL

Governing Council Annual Report 2013

The 2012 Governing Council Committee:

President:	Susie Bampton
Vice President:	Riannon Brown
Secretary:	Liesl Torr/Nicki Butler
Treasurer:	Rachel Cain

The Governing Council supports planning, policy formation and decision making to provide quality care and education in our preschool. The Governing Council and leadership of the preschool work in partnership to support the learning needs of our preschool children. The governing council held eight meetings this year, two per term. Attendances at the meetings were good but variable. There was continuing encouragement for parents and care givers to attend these meetings.

Highlights Include:

- * Executive positions filled at AGM. Parent rep attended Primary School meetings.
- * Eight meetings held and well attended by executive members. Budget, Annual report and Quality Improvement Plan viewed and discussed.
- * Treasurer met Director each month to prepare books for finance officer
- * Secretary replaced Term 2 Week 7
- * Four working bees well attended by various family members
- * Governing Council agreed to fund ECW non-contact hours \$4,500 approx.
- * Development plans approved for structure over sandpit
- * National Quality Standards and Quality Improvement Plan on each agenda
- * Site specific Policies developed by Governing Council
- * Governing Council manages fundraising to raise \$4,000 approx.
- * Excursion each term funded by Governing Council fundraising \$1,000 approx.

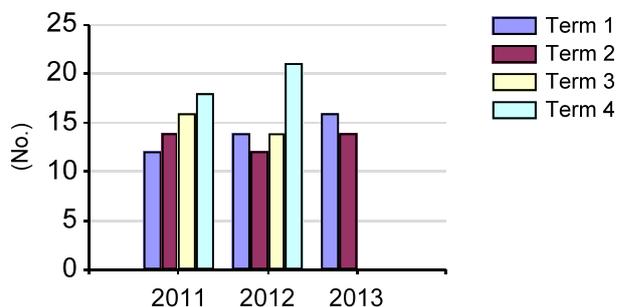
- * Photos funded by Governing Council fundraising
- * Calendars for Christmas funded by Governing Council fundraising
- * Support from Governing Council to fund Playgroup.
- * Parent Rep attend DECD Brighter Futures Information Session
- * Governing Council support changes for 'Same Start Date'.
- * Parent survey offered online
- * Governing Council support changes for 2014, 600 hours over 4 terms
- * Spending approved for new blinds and replace floor coverings

The Governing Council appreciates the endless support and hard work done by the staff and we are positive that 2014 will be another eventful and successful year.

Student Data

Enrolments

Total Enrolments 2011 - 2013

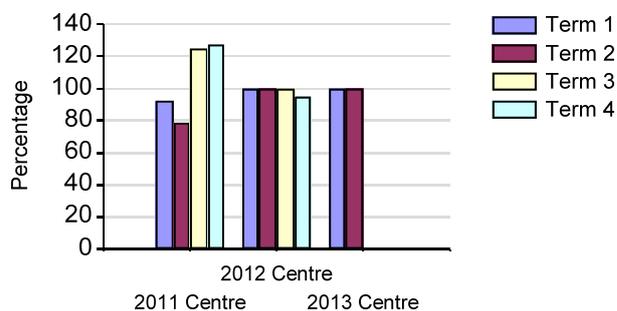


Enrolment by Term				
Year	Term 1	Term 2	Term 3	Term 4
2011	12	14	16	18
2012	14	12	14	21
2013	16	14		

Enrolment for Term 3 and Term 4 for 2013 will not be comparable with previous years due to the transition to the Same First Day enrolment policy for preschools creating a break in series.

Attendance

Attendance Percentages 2011 - 2013



Attendance Percentage				
Year	Term 1	Term 2	Term 3	Term 4
2011 Centre	91.7	78.6	125.0	127.8
2012 Centre	100.0	100.0	100.0	95.2
2013 Centre	100.0	100.0		
2011 State	89.9	89.1	88.4	89.6
2012 State	87.4	85.9	84.5	85.5
2013 State	88.7	88.0		

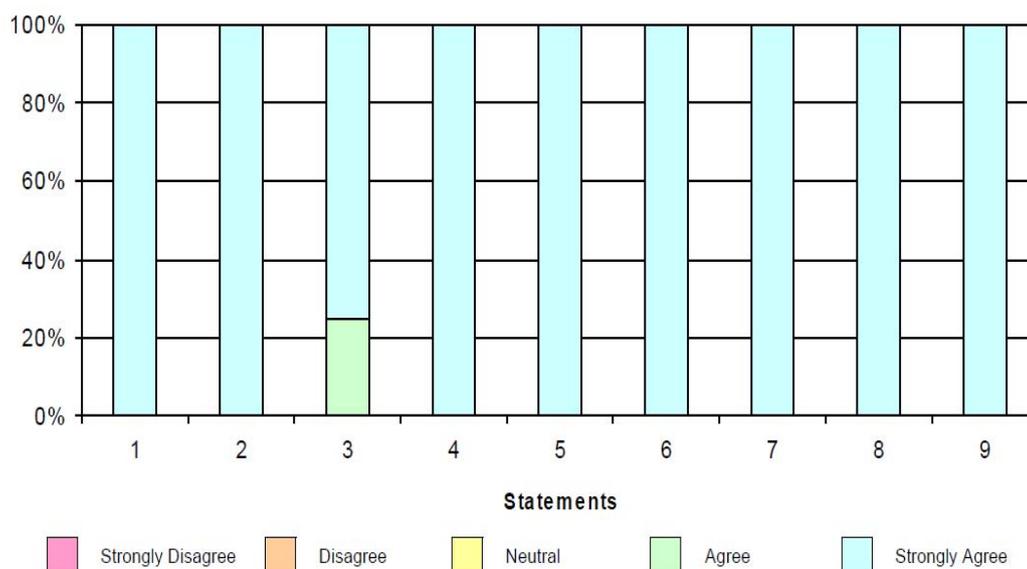
Deemed attendance for Term 3 and Term 4 for 2013 will not be comparable with previous years due to the transition to the Same First Day enrolment policy for preschools creating a break in series.

Feeder Schools

Feeder Schools				
Site number - Name	Type	2011	2012	2013
0563 - Lake Wangary Primary School	Govt.	100.0	100.0	92.9
1817 - Roxby Downs Area School	Govt.			7.1
Total		100.0	100.0	100.0

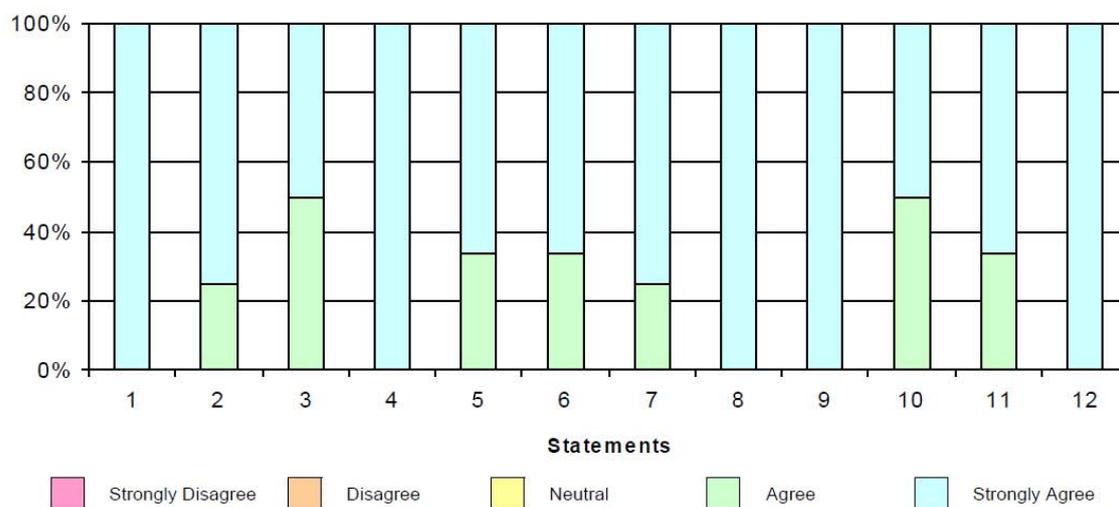
One family moved to Roxby Downs in term 3

DECD Parent Opinion Survey 2013
6630 Lake Wangary Preschool Centre
Aggregation of Preschool Survey Responses
Parent Opinion - Quality of Teaching and Learning



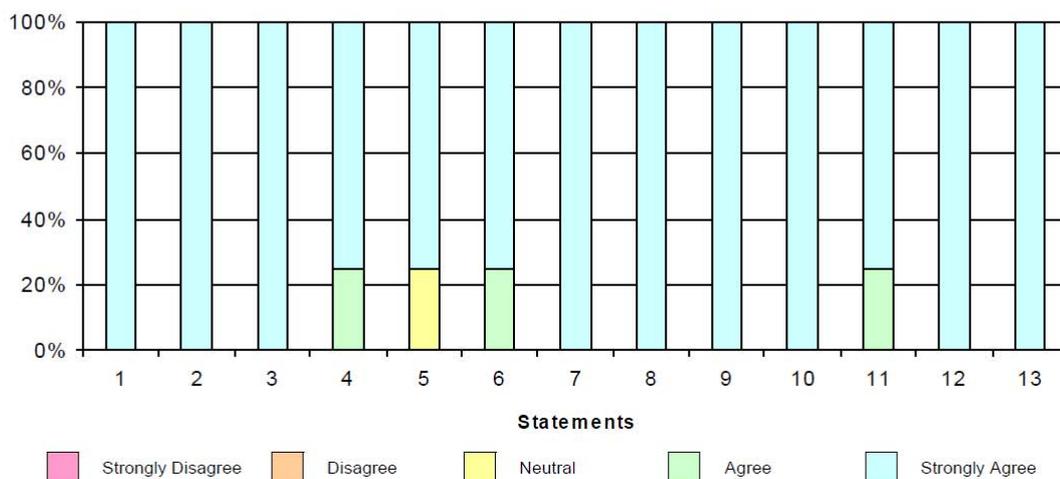
No.	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Responses
1	I think my child receives high quality teaching at this preschool.	0%	0%	0%	0%	100%	4
2	My child's teachers know what my child can do and what he/she needs to learn.	0%	0%	0%	0%	100%	4
3	This preschool has the expectation that children will learn.	0%	0%	0%	25%	75%	4
4	Teachers are enthusiastic in their teaching.	0%	0%	0%	0%	100%	4
5	I am satisfied with the learning programs offered at my child's preschool.	0%	0%	0%	0%	100%	4
6	My child's teachers clearly inform me about the learning program.	0%	0%	0%	0%	100%	4
7	My child's teachers make learning interesting and enjoyable.	0%	0%	0%	0%	100%	4
8	Teachers at this preschool really want to help my child learn.	0%	0%	0%	0%	100%	4
9	The preschool has an excellent learning environment.	0%	0%	0%	0%	100%	4

DECD Parent Opinion Survey 2013
6630 Lake Wangary Preschool Centre
Aggregation of Preschool Survey Responses
Parent Opinion - Support of Learning



No.	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Responses
1	My child is motivated to learn at this preschool.	0%	0%	0%	0%	100%	4
2	My child's teachers provide help and support when it is needed.	0%	0%	0%	25%	75%	4
3	My child has access to quality materials and resources that help him/her to learn.	0%	0%	0%	50%	50%	4
4	My child is happy at this preschool this year.	0%	0%	0%	0%	100%	4
5	My child would receive support for any special needs he/she had.	0%	0%	0%	33%	67%	3
6	The preschool changes its programs and activities to improve student achievement.	0%	0%	0%	33%	67%	3
7	Children know how they are expected to behave at preschool.	0%	0%	0%	25%	75%	4
8	Teachers at this preschool treat my child fairly.	0%	0%	0%	0%	100%	4
9	This preschool provides a safe and secure environment.	0%	0%	0%	0%	100%	4
10	Children have enough materials and resources for their learning.	0%	0%	0%	50%	50%	4
11	This preschool has information available about other support agencies within the community.	0%	0%	0%	33%	67%	3
12	This preschool encourages children to have a sense of pride in their achievement.	0%	0%	0%	0%	100%	4

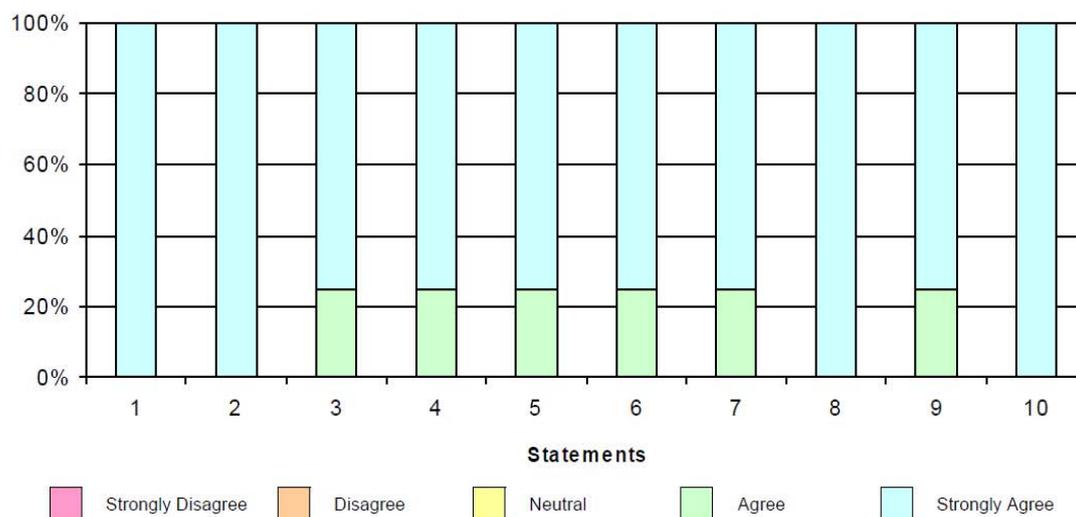
DECD Parent Opinion Survey 2013
6630 Lake Wangary Preschool Centre
Aggregation of Preschool Survey Responses
Parent Opinion - Relationships and Communication



No.	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Responses
1	I feel welcome at this preschool.	0%	0%	0%	0%	100%	4
2	This preschool assists the development of my child's personal and social skills.	0%	0%	0%	0%	100%	4
3	I am comfortable about approaching my child's teachers to talk about his/her progress.	0%	0%	0%	0%	100%	4
4	I am given opportunities to have a say in matters about this preschool.	0%	0%	0%	25%	75%	4
5	There is a broad variety of communications that inform me about this preschool.	0%	0%	25%	0%	75%	4
6	Children from all backgrounds and cultures are treated fairly at this preschool.	0%	0%	0%	25%	75%	4
7	The staff always listen to what I have to say about my child's development and needs.	0%	0%	0%	0%	100%	4
8	I receive helpful information about my child's progress and achievement.	0%	0%	0%	0%	100%	4
9	This preschool provides opportunities to discuss my child's progress.	0%	0%	0%	0%	100%	4
10	I am well informed about preschool activities.	0%	0%	0%	0%	100%	4
11	I believe that if I have concerns or suggestions, the preschool would respond appropriately.	0%	0%	0%	25%	75%	4
12	I am encouraged to be involved in the preschool in all kinds of ways.	0%	0%	0%	0%	100%	4
13	Teachers let me know how well my child is doing.	0%	0%	0%	0%	100%	4

Look at including more information to parents via newsletters and providing a greater variety of ways to extend the communication to parents. Eg. Web Site, Tex

DECD Parent Opinion Survey 2013
6630 Lake Wangary Preschool Centre
Aggregation of Preschool Survey Responses
Parent Opinion - Leadership and Decision Making



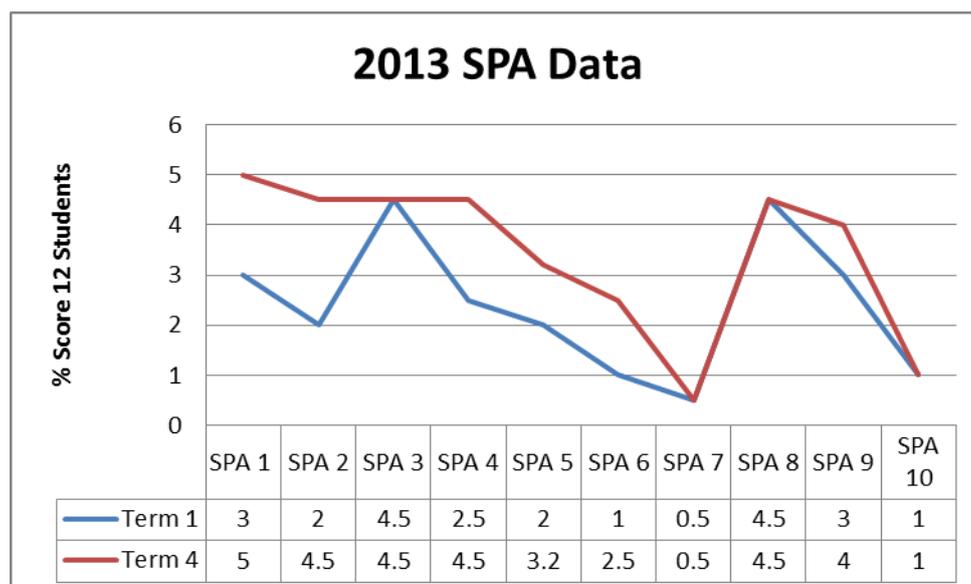
No.	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Responses
1	This preschool is well organised this year.	0%	0%	0%	0%	100%	4
2	I have confidence in how the preschool is managed.	0%	0%	0%	0%	100%	4
3	I believe there is effective educational leadership within the preschool.	0%	0%	0%	25%	75%	4
4	The preschool seeks parents' opinions about educational programs.	0%	0%	0%	25%	75%	4
5	I am given the opportunity to be involved in the preschool's educational activities.	0%	0%	0%	25%	75%	4
6	The preschool is always looking for ways to improve what it does.	0%	0%	0%	25%	75%	4
7	Parents are invited to participate in decisions about their child's education.	0%	0%	0%	25%	75%	4
8	Parents have the opportunity to be involved in the development of school plans through the Governing Council.	0%	0%	0%	0%	100%	4
9	The preschool includes parents and community in decision making.	0%	0%	0%	25%	75%	4
10	Overall, I am satisfied with the preschool's planning.	0%	0%	0%	0%	100%	4

Parent Comments - Quality of Teaching and Learning

My child really enjoys the hands-on approach

Parent Comments - Support of Learning

The teachers try hard to support the children with the time they are given.



Literacy and Numeracy

All children were assessed in terms one and four. The results from data was used to report on individual development and used to plan learning and report to parents. Copies provided for parents in Portfolios.

The SPA term 1 data provided information which resulted in a change to our curriculum for individuals and groups. Results in term 4 show the improvement of areas we expect 4 year old children to achieve. The results have guided our practice and we look forward to improving our learning and skills at assessing children and using the data collected to guide our practice.

Testing children Numeracy through Subatising, counting and number recognition provided information on individuals to plan activities and encourage parental involvement in their development.

Financial Statement

Please see attachment