Loxton Preschool Centre Inc
2017 Annual Report to the Community

Loxton Preschool Centre Inc  Preschool Number: 6524
Partnership: Renmark Loxton

Name of Preschool Director: Mandy James
Name of Governing Council Chair: Melanie Angeleski
Date of Endorsement: 19/12/2017
Context and Highlights

Loxton Preschool Centre is a large rural full time preschool located in the Riverland town of Loxton. With a current enrolment of 71 students we provide Early Years Education to students from the town and surrounding districts.

At Loxton Preschool Centre we provide an inclusive service of quality learning and care where each child and their family feels valued and belongs, enabling them to develop a sense of self-worth and to achieve maximum positive learning outcomes. Our vision is that all students reach their potential and develop skills for successful life-long learning.

At Loxton Preschool Centre we are firmly committed to a continuous cycle of self review and improvement to ensure the best possible learning outcomes for our students.

Our four site values - excellence, optimism, respect and fun, underpin all operations and keep us focused on our common goal.

Highlights of the 2017 year have included:

• NQS Assessment and Rating completed April 2017 - Exceeding requirements in ALL Quality Areas, Standards and Elements. Invited to apply for Excellence
• Effective transition processes from the home to preschool to enable 100% of students to participate fully in the preschool programme
• Parent Involvement through Governing Council, open days, workshops, following up student’s learning at home, communication, information sharing and commitment
• 100% attendance/contact by parents at Parent Teacher Interviews conducted in Term 2
• The significant development made by all children throughout their preschool year – socially, academically and physically Data collected in Term 1 and Term 4 indicated improvement by 100% of students across all learning areas.
• Effective delivery of early intervention to 38 students at risk, resulting in significant gains to learning outcomes.
• Genuine foster of a love of learning in students, their interest and participation in a wide variety of curriculum activities, increased resilience and perseverance to master new skills
• PreLit Groups resulting in significant gains in students phonological awareness skills.
• High level of community involvement and parent satisfaction

Report from the Governing Council

What an amazing year 2017 has been for the Loxton Preschool thanks to the dedication and what seems to be an endless amount of energy and enthusiasm from the Preschool staff. A huge thank you also needs to be given to the members of the Governing Council and the parent community who have gladly donated their time and creative ideas to assist in making the Preschool the vibrant place of Early Learning that it is.

A major accomplishment in 2017 was the Preschool exceeding in all Seven Quality Areas of the National Quality Standard – a rating that is well deserved and confirmed the high level of education that our children receive every day. Children that attend the Loxton Preschool are given a wide variety of different learning opportunities both on site and out in the community. These experiences strengthen children’s interests and skills in being active contributors to their world and help set them up for success in their future schooling.

The Governing Council members are very proud to be a part of a successful fundraising campaign this year being involved in events including the all famous Hot Cross Bun fundraiser. These fundraising efforts will go towards the exciting development project which will extend and enhance the security of the existing building. We will leave this project to be continued with the 2018 council and I look forward attending the grand opening in the future.

The Governing Council, with guidance from Mandy, provided the Preschool community with engaging Parent Workshops all of which were well attended and received positive feedback.

I wish the incoming Governing Council and Preschool Staff continued success in 2018.
Quality Improvement Planning

QA1: Educational Program and Practice
Programming continues to have a strong emphasis on literacy, phonological awareness, numeracy and social skill development. PreLit groups introduced successfully. PASM data collected Terms 1 & 4. Primary Maths training with Lisa Jane O’Connor provided for staff and parents.
Further review and improvements to student observations, record keeping and progress notes with the results used to drive programming, ensuring that all children’s needs and interests are addressed. Partnership wellbeing tool utilized.
Individual Learning Plans written for all children, discussed with parents and goals set and monitored.
KidsMatter Early Years framework continually implemented - Friendship Bench and Values signage installed
Further review of Student Assessment and Reporting Cycle.
Now and Then schedule boards introduced in main preschool room for continuity with intervention sessions.
Children’s voice recorded more in programming.
Mathematical and Science Tool trolley constructed and utilized.

Future Directions
Implementation of Numeracy Groups to ensure all concepts are covered.
Follow up intervention sessions for students requiring more support to grasp PreLit concepts as required.
Focus on handwriting skills - stations/groups, small group support
Further Implementation of Preschool Literacy and Numeracy Indicators
Further analysis of data to critically reflect on children’s learning and development.

QA2: Children’s Health and Safety
Relevant policies and procedures were reviewed, ratified and implemented.
Excursion checklist folder constructed.
Written evaluation of emergency procedure practise occurred after each scheduled practise.
Different relaxation methods introduced for students.
Student immunization records collected and maintained.

Future Directions
Safe Storage of Food Procedure written and adopted.
Changes to front of preschool building to improve security and children’s safety.
Fiscal Activity documented on programme each week.

QA3: Physical Environment
Further investigations were made re modifications to front entrance of preschool to improve student and staff safety and changes to building to meet NQS requirements.
Indoor and outdoor areas, furniture and equipment, facilities and resources were maintained and continuously improved.

Future Directions
Modifications made to front of building increasing security and providing further learning spaces. All modifications made to building to ensure NQS compliance is obtained.

QA4: Staffing Arrangements
Educators continued to develop skills and implement new learning to bring about improved learning outcomes for students.
Staff Induction Handbook rewritten
Effective Performance Management and Planning processes were developed and followed by all staff.

Future Directions
Staff achieve their Performance Plan goals.

QA5: Relationships With Children
Information gained from Parent Questionnaire is more effectively used to support each individual child.
Strategies to support student behaviour, self-regulation and skills to work effectively with others were taught and modelled with children. Implementation of Kids Matter, Bucket Filling concepts.

Future Directions
Further implementation of KidsMatter Early Childhood
Review Behaviour Code
### Enrolment

<table>
<thead>
<tr>
<th>Year</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>79</td>
<td>81</td>
<td>75</td>
<td>78</td>
</tr>
<tr>
<td>2016</td>
<td>65</td>
<td>67</td>
<td>68</td>
<td>65</td>
</tr>
<tr>
<td>2017</td>
<td>72</td>
<td>72</td>
<td>71</td>
<td></td>
</tr>
</tbody>
</table>

NOTE: The data is 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

Student enrolment numbers remained relatively stable throughout 2017 with transfers out being matched by transfers in. One student transitioned earlier to a private school at the commencement of Term 3 in line with their enrolment policy. Several others were eligible but parents chose to keep their children at preschool for the remainder of the year. Three 3 year old eligible students commenced throughout the year and two students transferred in from other areas of the State. Over the course of the year four students left the district. Reasons for this were varied, ranging from employment opportunities, family separations and family issues.

ATSI student enrolment numbers varied from 6 in Term 1 and 7 in Term 2, to 8 in Term 3 and 9 in Term 4. (numbers taken from attending students in data week)
34% of students presented with additional needs.
Student enrolment numbers for 2018 have currently reached 80.

### Attendance

<table>
<thead>
<tr>
<th>Year</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015 Centre</td>
<td>94.1%</td>
<td>91.2%</td>
<td>90.3%</td>
<td>91.0%</td>
</tr>
<tr>
<td>2016 Centre</td>
<td>90.1%</td>
<td>92.1%</td>
<td>91.2%</td>
<td>92.3%</td>
</tr>
<tr>
<td>2017 Centre</td>
<td>94.3%</td>
<td>87.4%</td>
<td>92.4%</td>
<td></td>
</tr>
<tr>
<td>2015 State</td>
<td>92.4%</td>
<td>90.2%</td>
<td>87.8%</td>
<td>88.5%</td>
</tr>
<tr>
<td>2016 State</td>
<td>91.1%</td>
<td>89.6%</td>
<td>87.9%</td>
<td>87.9%</td>
</tr>
<tr>
<td>2017 State</td>
<td>90.6%</td>
<td>88.8%</td>
<td>86.7%</td>
<td></td>
</tr>
</tbody>
</table>

Based on attendances recorded in the two week reference period each term. Data for eligible enrolments as described in the DECD Enrolment policy.
Attendance rates may differ to previous reporting with the transfer from calculations based on deemed attendance to actual attendance using booked hours divided by attended hours.

### Attendance Comment

Average attendances have remained stable and are slightly higher than State percentages. Full days for all students due to Universal Access to 15 hours preschool a week continues to be well received by families. Many schedule their work commitments around their children’s preschool days. The Friday half day sessions (4 hours) continued to be the most poorly attended sessions with several families opting to not enrol for that session. Reasons include distance of residence from the preschool requiring parents to travel and wait in town while their child attends, attendance at private school Early Learning Centre and general tiredness at the end of the week.
We encourage families to notify the Centre if their child is going to be away and promote regular attendance for continuity and development through newsletters, personal approach and Attendance Procedures. If children are absent for more than a few days unexplained, follow up phone calls are made to families.
Destination Schools

<table>
<thead>
<tr>
<th>Feeder Schools (Site number - Name)</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>0102 - East Murray Area School</td>
<td>1.6%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>0280 - Moorook Primary School</td>
<td>0.0%</td>
<td>1.5%</td>
<td>4.2%</td>
</tr>
<tr>
<td>0678 - Loxton North Primary School</td>
<td>0.0%</td>
<td>1.5%</td>
<td>0.0%</td>
</tr>
<tr>
<td>0760 - Loxton Primary School</td>
<td>76.2%</td>
<td>66.2%</td>
<td>69.4%</td>
</tr>
<tr>
<td>0962 - Riverland Special School</td>
<td>1.6%</td>
<td>1.5%</td>
<td>0.0%</td>
</tr>
<tr>
<td>9041 - St Albert's Catholic School</td>
<td>7.9%</td>
<td>16.2%</td>
<td>12.5%</td>
</tr>
<tr>
<td>9101 - Loxton Lutheran School</td>
<td>12.7%</td>
<td>13.2%</td>
<td>13.9%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

NOTE: The data is based on person counts in the two week reference period each term. Excludes pre-entry.
Source: Preschool Data Collection, Data Management and Information Systems.

Destination Schools Comment

2017 data indicates that transition of our students to local DECD schools has remained strong being slightly higher than 2016. 73.6% of students transitioned to 5 DECD schools, with 69.4% going to Loxton Primary School, a slight increase from the previous year. The remaining 26.4% of students transitioned to the two private schools in our town, St Albert's Catholic School and Loxton Lutheran School, a slight reduction from the 29.4% in 2016. One student commenced school in Term 3 at a private school in line with their enrolment policy, other eligible students chose to stay on at preschool and complete the year.
Client Opinion Summary

In Term 3, 2017, the Annual Survey of Preschool Community Opinion was distributed to parents, 31 responses were returned. The results indicate a very high level of customer satisfaction with the service we provide.

100% of parents strongly agreed or agreed that the Quality of Teaching and Learning provided at Loxton Preschool Centre was high. 100% of parents were very satisfied with the learning programs offered and indicated teachers were enthusiastic in their teaching and provided an excellent learning environment. 100% of parents reported that teachers provide help and support when it is needed, that their child is treated fairly and provided with a safe and secure environment. 100% of parents felt welcome at preschool and comfortable to approach educators to talk about their child's progress. 100% of parents were completely satisfied with all forms of communication and relationships. 100% of all responses indicated strong confidence in the educational leadership and how the preschool was managed. 100% of parents were very satisfied with the preschool's planning.

Snapshot of parent comments:

"The level of commitment to early learning at this preschool is nothing short of exceptional."

"We are very fortunate to have such a high achieving preschool in our area. All aspects of it are brilliant for ours and future children."

"Such high standards and expectations of students see them achieving to their full potential which is reflected throughout the rest of their schooling, such a great start to their education." 

"I can't speak highly enough about Loxton Preschool and the staff."

"We feel the staff go above and beyond to provide a quality education for our children."

"Leadership is fantastic at Loxton Preschool. The director is highly motivated which is reflected in the Centre, staff and children's learning."

"This kindy is exceptional."

DECD Relevant History Screening

Il employees have maintained current DCSI Child Related Employment Screenings. Records are kept on the HRS system via eduportal. A Staff Certification Summary is regularly printed and monitored to ensure all employees meet requirements.
DETI contractors’ clearances are maintained and checked by DETI.
Private providers and other contractors’ current DCSI clearances are sighted and copies kept on site prior to their commencement.

Financial Statement

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Grants: State</td>
<td>$468,676.17</td>
</tr>
<tr>
<td>2 Grants: Commonwealth</td>
<td>$20,549.94</td>
</tr>
<tr>
<td>3 Parent Contributions</td>
<td>$23,418.35</td>
</tr>
<tr>
<td>4 Other</td>
<td></td>
</tr>
</tbody>
</table>
## 2017 Preschool Annual Report: Improved Outcomes Funding

<table>
<thead>
<tr>
<th>Improved Outcomes Category (where applicable to the site)</th>
<th>Briefly describe how the 2017 funding was used to improve the relevant DECD Standard of Educational Achievement outcomes (where applicable):*</th>
<th>Outcomes achieved or progress towards these outcomes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improved outcomes for numeracy and literacy</td>
<td>Every student provided with bag of literacy and numeracy resources upon commencement at preschool to be used at home. Implementation of PreLit Programme for all students presented in a differentiated way to cater for all children’s learning styles and strengths. Thirty minute explicit small teaching groups were held each day with maximum 1:12 ratio of students to educator based on skill level.</td>
<td>Significant increase in student learning outcomes as evidenced by baseline data collected in Term 1 and compared to Term 4 data. Phonological Awareness (PASM) results 94%</td>
</tr>
<tr>
<td>Improved ECD and Parenting Outcomes (Children’s Centres only)</td>
<td>Targeted intervention for students at risk. ILP’s for every student. Parent Workshops to share best practice, learn from each other, make resources and upskill participants. Staff T&amp;D and implementation of improved practice.</td>
<td>1. Specific children's goals met 2. All students able to access curriculum areas 3. Significant improvement between Term 1 baseline data and Term 4 data.</td>
</tr>
<tr>
<td>Improved outcomes for children with disabilities</td>
<td>Funding was used to provide 1:1 targeted intervention to students in regular time tabled sessions by Support Workers. ILP’s were written with SMARTER goals based on recommendations from DECD speech pathologists, special educator, NDIS providers, Centre assessments and family input. Small explicit teaching groups were held daily, focusing on literacy and numeracy development. Students were supported to access all curriculum areas.</td>
<td>1. Improvements to students social and emotional wellbeing 2. Increased vocabulary, language usage and understanding 3. Improved communication</td>
</tr>
<tr>
<td>Improved outcomes for children with additional language or dialect</td>
<td>Bilingual Support was not received this year due to no English as a Second Language students attending Loxton Preschool in 2017. However students from culturally diverse backgrounds were provided with early intervention support as required. Visuals and modelling in both play based and 1:1 and small group withdrawal situations were used to help teach vocabulary. Social stories, games and opportunities for turn taking were used to aid social and emotional development.</td>
<td></td>
</tr>
</tbody>
</table>

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