Loxton Preschool Centre Inc

2018 annual report to the community

Loxton Preschool Centre Inc number: 6524
Partnership: Renmark Loxton

Name of preschool director: ____________________________________________
Name of preschool management committee chair: _________________________
Date of endorsement: _________________________________________________
Context and highlights

Preschool Name Loxton Preschool Centre
Location Number 6524  Address Anzac Crescent, LOXTON SA 5333
Phone (08) 85847481  Fax (08) 85847413
Email dl.6524_leaders@schools.sa.edu.au  Website www.loxtonpre.sa.edu.au
Director Mandy James  Category Ranking 2 Partnership Renmark Loxton
Local Government Area Loxton Waikerie District Council

Loxton Preschool Centre is a large rural full time preschool located in the Riverland town of Loxton. With a current enrolment of 79 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 2018 year have included:-
• Effective transition processes from the home to preschool to enable 100% of students to participate fully in the preschool programme
• 97% of students reaching the end of preschool benchmark for phonological awareness evidenced by PASM, 79% reaching Reception benchmark, 21% reaching Year 1 benchmark, 10% reaching Year 2 benchmark
• 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
• 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 30 students at risk, resulting in significant gains to learning outcomes.
• High level of community involvement and parent satisfaction
• Students interest, engagement and participation in a wide variety of curriculum activities, increased resilience and perseverance to master new skills

Report from the preschool management committee

2018 Chairpersons Report

I had the privilege of being on the Loxton Preschool Governing Council for 2017 as Vice Chairperson and 2018 as Chairperson. Once again it was an amazing year at Loxton Preschool. Through the teacher’s dedication, they created a fun and nurturing learning environment for our children. The children were exposed to a wide variety of experiences at the preschool and in the community. A major focus for the teachers this year was the children’s handwriting, and name writing, they did an amazing job of providing many different opportunities for the children to practice that were both fun and engaging. Overall, they have provided them with the tools they need to grow and become ready for school.

A major milestone for the Governing Council in 2018 was the approval of the building development and upgrade. A massive thankyou to all the Governing Councilors and Mandy who has spent years and countless hours organising for the building upgrade to meet standards, improve security and enhance the learning of students at the preschool. The works are due to begin sometime in 2019. We leave it to the incoming council to organise the details and cannot wait to see the final outcome.

Through the wonderful support of families and the wider community we were able to have a very successful fundraising year, which included the Preschool Games, hot cross buns and various raffles. All money raised will benefit the building upgrade and development. The preschool also held some very successful parent workshops on numeracy, literacy, children’s wellbeing and nutrition. We had a great turnout to each workshop, with good feedback from those who attended.

Thank you to the Governing Council and Preschool Staff for their efforts and contributions to the preschool, you helped make 2018 another successful year. I wish the incoming Governing Council all the best for 2019.
Quality improvement planning

QA1: Educational Program and Practice
Programming continues to have a strong emphasis on literacy, phonological awareness, numeracy and social skill development. 5 PreLit groups each session commenced Term 2. Follow up of concepts provided to students at risk. PASM data collected Terms 1 & 4. Early Years Maths PD with Ann Baker provided for portfolio 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 better addressed. Partnership wellbeing tool utilized.

Individual Learning Plans written for all children, discussed with parents and goals set and monitored.

Future review of Student Assessment and Reporting Cycle -parent consultation.

Student data discussed with feeder schools at transition points and prior.

Approach to student handwriting modified -consistency of language.

Future Directions
Implementation of Numeracy Groups to ensure all concepts are covered.
Focus on handwriting skills -prior to PreLit
PreLit commence Term 1 Week 6, Weeks 2-5 social skills groups
Further Implementation of Preschool Literacy and Numeracy Indicators
Further analysis of data to critically reflect on children’s learning and development.
Consistency of expectations, differentiation, explicit teaching, scaffolding

QA2: Children’s Health and Safety

Relevant policies and procedures followed.
Visual display of students with health needs.
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.
Scheduled policy review.
Changes to front and rear of preschool building to improve security and children's safety.
Loose parts incorporated into Outdoor Area to promote physical activity.

QA3: Physical Environment
Plans approved and signed off for modifications to children’s bathroom and Access Toilet, door closures, etc to meet NQS requirements, including new roof line and extension of main room to incorporate verandah area.
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.

Future Directions
Modifications made to front and rear of building increasing security and providing further learning spaces. Modifications to children’s bathroom, Access Toilet, and verandah area. All modifications made to building to ensure NQS compliance is obtained.

QA4: Staffing Arrangements
Several new educators inducted and working as an integral part of our staff team. Permanency granted to 2 long serving exemplary ECWs.
Educators continued to develop skills and implement new learning to bring about improved learning outcomes for students.
Effective Performance Management and Planning processes were developed and followed by all staff.

Future Directions
More regular performance conversations held with all staff. Staff achieve their Performance Plan goals.

QA5: Relationships With Children

QA6: Relationships With Families and Communities

Information gained from Parent Questionnaire is more effectively used to support each individual child.
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>74</td>
</tr>
<tr>
<td>2018</td>
<td>83</td>
<td>84</td>
<td>78</td>
<td>80</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 Reporting and Analytics directorate.

Enrolment comment

Student enrolment numbers were significantly higher than 2017. Five students 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. Two 3 year old eligible students commenced throughout the year and several students transferred in from other areas of the State. Over the course of the year 3 students left the district, employment opportunities being the driver.

ATSI student enrolment numbers varied from 3 in Term 1 and 4 in Terms 2 and 3 to 7 in Term 4. (numbers taken from attending students in data week)

36% of students presented with additional needs.

Student enrolment numbers for 2018 have currently reached 81.

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>95.6%</td>
</tr>
<tr>
<td>2018 centre</td>
<td>96.2%</td>
<td>91.1%</td>
<td>82.3%?</td>
<td>88.6%?</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>87.7%</td>
</tr>
<tr>
<td>2018 state</td>
<td>90.8%</td>
<td>88.7%</td>
<td></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 department’s 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>2016</th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>0280 - Moorook Primary School</td>
<td>1.0%</td>
<td>4.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>0678 - Loxton North Primary School</td>
<td>1.0%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>0760 - Loxton Primary School</td>
<td>66.0%</td>
<td>69.0%</td>
<td>71.0%</td>
</tr>
<tr>
<td>0962 - Riverland Special School</td>
<td>1.0%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>9041 - St Albert’s Catholic School</td>
<td>16.0%</td>
<td>12.0%</td>
<td>15.0%</td>
</tr>
<tr>
<td>9101 - Loxton Lutheran School</td>
<td>13.0%</td>
<td>13.0%</td>
<td>12.0%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

NOTE: The data is collected in Term 3. It does not reflect actual schools enrolled in by exiting preschool children.
Source: Data Source: Site Performance Reporting System (SPER), Term 3 2018 collection.

Destination schools comment

2018 data indicates that transition of our students to local Dept for Ed schools has remained strong but is slightly lower than 2017. 71% of students transitioned to Loxton Primary School, a slight increase from the previous year. The remaining 27% 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. Five students 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, 2018, the Annual Survey of Preschool Community Opinion was distributed to parents, 47 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 dedicated staff at Loxton Preschool are absolutely amazing providing fantastic opportunities for children and their families."

"I believe the quality of the teaching and learning at Loxton Preschool Centre is outstanding. They are so devoted to ensuring each individual learns and succeeds no matter their learning style."

"Our preschool exceeds all of my expectations and hopes for the beginning of our child’s learning."

"The relationships and communication between parents and educators at the preschool is outstanding."

"The Loxton community is so lucky to have such an amazing preschool."

"The preschool has a wonderful leader, followed by a dedicated team and it is reflected."

"The opportunities provided for education are endless."
Relevant history screening

All 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>558,798.21</td>
</tr>
<tr>
<td>2. Grants: Commonwealth</td>
<td></td>
</tr>
<tr>
<td>3. Parent Contributions</td>
<td>20,744.03</td>
</tr>
<tr>
<td>4. Other</td>
<td>10,026.16</td>
</tr>
</tbody>
</table>
### 2018 Preschool annual report: Improved outcomes funding

<table>
<thead>
<tr>
<th>Improved outcomes category (where applicable to the site)</th>
<th>Briefly describe how the 2018 funding was used to improve the relevant department’s 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 97% obtained benchmark and beyond.</td>
</tr>
<tr>
<td>Improved ECD and parenting outcomes (children’s centres only)</td>
<td>Targeted intervention for students at risk. ILPs 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. ILPs were written with SMARTER goals based on recommendations from Department for Education 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 non-English speaking children who received bilingual support</td>
<td>Bilingual Support was not received this year due to limited English as a Second Language students attending Loxton Preschool in 2018. 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 department’s standard of educational achievement is defined as children and young people progressing and achieving at or above their appropriate year level.