Loxton Preschool Centre Inc
2016 Annual Report to the Community

Loxton Preschool Centre Inc  Preschool Number: 6524
Partnership: Loxton & Waikerie

Name of Preschool Director: Mandy James
Name of Governing Council Chair: Lynley Seaman
Date of Endorsement: 20/2/2017
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 1 Partnership Loxton/Waikerie
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 70 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 2016 year have included:-

• 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 forty-one students at risk, resulting in significant gains to learning outcomes
• The 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
• Introduction of PreLit Groups resulting in significant gains in students phonological awareness skills
• High level of community involvement and parent satisfaction
• Further improvements to Assessment and Reporting Cycle
• Endorsement as KidsMatter Early Years site - mental health initiative

Report from the Governing Council

It was both a privilege and a pleasure to be Chairperson of the Loxton Preschool Governing Council in 2016. On behalf of myself and the other Council members, I would like to congratulate the staff on their outstanding efforts in teaching, caring for and nurturing our children throughout the year. Our children have had the best preparation possible for their introduction to formal education, and these strong foundations will go a long way to setting them up for life. I would also like to thank the other Council members for their valued contributions throughout the year, particularly through fundraising efforts. A job well done.

Highlights for the year include a highly successful Olympic Games to tie in with the Rio Olympics, which the children thoroughly enjoyed. A focus on being thankful for what we have and what others do for us ensured valuable interactions with the wider community through visits with different emergency services, professionals, and giving of “Thank You” artwork to individuals and businesses.

Several successful parent information nights were also held, on numeracy, creating nutritious, waste-free lunchboxes and sustainable practices.

The Council continued investigations into improving security measures through renovation and extension of the existing building, and we leave this research for the incoming governing council to consider and pursue.

This wonderful year of preschool concluded with a heart-warming Christmas concert, graduation ceremony and presentation of portfolios and digital media with photos of each child which were professionally presented and obviously took a lot of time to prepare. My eight-year-old daughter still reflects on her time at the preschool as a place of creativity, fun and nurturing. Thank you, and I wish you another amazing year in 2017.
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. 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 were written for all children, discussed with parents and goals set and monitored.

Training in Component 4 of KidsMatter in line with Partnership agreements completed. Loxton Preschool Centre endorsed as KidsMatter Early Years site.

Further review of Student Assessment and Reporting Cycle.

Future Directions
Clearer documentation of student voice and child led learning
Appropriate signage constructed and installed at preschool - Centre values, KidsMatter
Further Implementation of Preschool Literacy and Numeracy Indicators
Further analysis of data to critically reflect on children’s learning and development.
Implementation of new learning from 2016 Numeracy T&D -Mathematising the Preschool

QA2: Children’s Health and Safety
Relevant policies and procedures were reviewed, ratified and implemented.

Excursion checklist folder construction commenced.
Written evaluation of emergency procedure practice occurred after each scheduled practise.

Future Directions
Record all student immunizations as per new DECD policy and notify parents when required.

Pursue changes to front of preschool building to improve security and children's safety.

QA3: Physical Environment
Further investigations were made re modifications to front entrance of preschool to improve student and staff safety.
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.

QA4: Staffing Arrangements
Educators continued to develop skills and implement new learning to bring about improved learning outcomes for students.

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

QA6: Collaborative Partnerships with Families and Communities
Attendance at parent teacher interviews by 100% of parents.

Parent workshops held on topics -Nutrition, Physical Activity and Sustainable Practices, Numeracy. 20% attendance

Further Directions
Provide further workshops for parents on topics of their interest, further contribution by families to the learning program.

QA7: Leadership and Service Management

Further direction
Staff Induction process is improved. Staff Handbook is reviewed and updated.
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.

As predicted, student enrolment numbers in 2016 were significantly less than in 2015 but similar to those in 2014. This correlates with the number of births recorded in Loxton for this cohort. Two students transitioned earlier to private schools at the commencement of Term 3 in line with their enrolment policies. 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 five students transferred in from other areas of the State. Over the course of the year eight students left the district which was a higher variance than usual. Reasons for this were varied, ranging from employment opportunities, family separations and family issues.

ATSI student enrolment numbers varied from 12 in Term 1 and 13 in Term 2, to 14 in Term 3 and 11 in Term 4. (numbers taken from attending students in data week)

Student enrolment numbers for 2016 are currently in the low 70s.
Destination Schools

<table>
<thead>
<tr>
<th>Feeder Schools (Site number - Name)</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>0102 - East Murray Area School</td>
<td>1.5%</td>
<td>1.6%</td>
<td>0.0%</td>
</tr>
<tr>
<td>0280 - Moorook Primary School</td>
<td>0.0%</td>
<td>0.0%</td>
<td>1.5%</td>
</tr>
<tr>
<td>0678 - Loxton North Primary School</td>
<td>1.5%</td>
<td>0.0%</td>
<td>1.5%</td>
</tr>
<tr>
<td>0760 - Loxton Primary School</td>
<td>80.6%</td>
<td>76.2%</td>
<td>66.2%</td>
</tr>
<tr>
<td>0962 - Riverland Special School</td>
<td>0.0%</td>
<td>1.6%</td>
<td>1.5%</td>
</tr>
<tr>
<td>9041 - St Albert's Catholic School</td>
<td>7.5%</td>
<td>7.9%</td>
<td>16.2%</td>
</tr>
<tr>
<td>9101 - Loxton Lutheran School</td>
<td>9.0%</td>
<td>12.7%</td>
<td>13.2%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Destination Schools Comment

2016 data indicates that transition of our students to local DECD schools has remained strong but has declined by almost 10% from the previous year. 70.7% of students transitioned to 5 DECD schools, with 66.2% going to Loxton Primary School, a decline of 10% from the previous year. The remaining 29.4% of students transitioned to the two private schools in our town. St Albert’s Catholic School saw a marked increase in student enrolments increasing to 16.2% as compared to 7.9% in 2015. Two of the eleven students transitioning were new families to the school. Loxton Lutheran School enrolments remained stable showing a small increase.
Client Opinion Summary

In Term 3, 2016, the Annual Survey of Preschool Community Opinion was distributed to parents. 39 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:
"I'm sad that my child will be heading off to school next year."
"Loxton Preschool Centre provides excellent opportunities to develop children's skills and knowledge."
"As a Mum, I couldn't ask for a better preschool than the Loxton Preschool. You guys are truly amazing and thank you for absolutely everything you have done for us and my boy whilst he's been attending this year! Couldn't be anymore grateful! Thankyou xx "
"Absolutely love the education my children receive at Loxton Preschool."
"I feel very fortunate that my children have access to such a wonderful, welcoming preschool. The educators are highly motivated and passionate about providing a stimulating learning environment for the children."
"Loxton Preschool is an outstanding preschool."

DECD 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>$465,739.26</td>
</tr>
<tr>
<td>2 Grants: Commonwealth</td>
<td></td>
</tr>
<tr>
<td>3 Parent Contributions</td>
<td>$23967.82</td>
</tr>
<tr>
<td>4 Other</td>
<td></td>
</tr>
</tbody>
</table>
## Improved Outcomes for Numeracy and Literacy

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 1:10 ratio of students to educator based on skill level. Social stories, games and opportunities for turn taking were used to aid social and emotional development.

*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 and 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.

### Improved ECD and Parenting Outcomes (Children’s Centres only)

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&D and implementation of improved practice.

### Improved Outcomes for Children with Disabilities

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 and 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.

### Improved Outcomes for Children with Additional Language or Dialect

A total of 60 hours support was provided for 12 students during Terms 1 and 2. A bilingual worker worked with both individual and small groups of students during regular time tabled sessions. Support was provided in a withdrawal situation or in the larger indoor/outdoor environment dependent upon the need. Visuals and modelling were used to help teach vocabulary to a new arrival student. Social stories, games and opportunities for turn taking were used to aid social and emotional development.

*Significant increase in student learning outcomes as evidenced by baseline data collected in Term 1 and compared to Term 4 data. Phonological Awareness (PASM) tool results*

### Outcomes achieved or progress towards these outcomes:

- Significant increase in student learning outcomes as evidenced by baseline data collected in Term 1 and compared to Term 4 data.
- 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.

### Phonic Awareness (PASM) tool results

- 1. increased vocabulary
- 2. greater understanding and further developed communication skills
- 3. improvements to students social and emotional wellbeing

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