



# Loxton Preschool Centre Inc

## 2020 annual report to the community

Loxton Preschool Centre Inc Number: 6524

Partnership: Renmark Loxton

Signature

Preschool director:

Mrs Mandy James

Governing council chair:

Jessica Griffin

Date of endorsement:

11 February 2021



Government  
of South Australia  
Department for Education

## Context and highlights

Preschool Name Loxton Preschool Centre  
Location Number 6524 Address Anzac Crescent, LOXTON SA5333  
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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 83 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 2020 year have included:-

- Effective transition processes from the home to preschool to enable 100% of students to participate fully in the preschool programme
- Completion of major building works and upgrade of facilities to meet National Quality Standards requirements - preschool commenced at Living Waters Christian Community Complex Term 1 Weeks 1-3
- 97% of students reaching the end of preschool benchmark for phonological awareness evidenced by PASM, 73% reaching Reception benchmark, 28% reaching Year 1 benchmark, 14% reaching Year 2 benchmark
- Successful differentiated literacy and numeracy groups
- Parent Involvement through Governing Council, Special Friends Day, following up student's learning at home, communication, information sharing and commitment
- 100% phone contact with parents for Parent Teacher Interviews conducted in Term 2
- Successful dual mode teaching programme delivery due to Covid -Learning at Home (resource packs posted weekly to students) and Learning on Site
- 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 26 students at risk, resulting in significant gains to learning outcomes.
- High level of parent satisfaction

## Governing council report

I had the privilege of being the Chairperson for the Loxton Preschool Governing Council for 2020, and what a challenging but wonderful year we had. Our Preschool year started out at Living Waters for a couple of weeks while the building works were completed, before we had the pleasure of being the first lot of students to use the new building upgrade. Our time was cut short before COVID-19 hit and left us in a world of unknown. Through the teacher's dedication to keep the year as close to normal as possible, they created a fun and nurturing learning environment for our children. Home schooling became the new norm for a short period, as well as a state-wide lockdown to also contend with.

A major focus this year was the children's handwriting, and name recognition, they did an amazing job 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 was the submission of the concept drawings for the building upgrade at the front of the preschool building were sent to the Department for approval and pending council approval will be able to proceed.

A massive thankyou to the Governing Councillors and Mandy who has spent countless hours organising all the building upgrades to meet standards, improve security and enhance the learning of students at the preschool.

Through the wonderful support of families and the wider community we were able to have a very successful fundraising year, which included the hot cross buns, Christmas raffle and other various fundraisers. All money raised will benefit the future building upgrade.

Thank you to the Governing Council and Preschool staff for their efforts, you helped make 2020 another wonderful year. I wish the incoming Governing Council all the best for 2021.

## Improvement planning - review and evaluate

### A1 : 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 1. Follow up of concepts provided to students at risk. PASM data collected Terms 1,3 & 4. Focus on letter formation prior to PreLit. Approach to student handwriting modified -consistency of language.

Early Years Maths PD using Ann Baker materials and consultancy with Lisa Jane O'Connor from Primary Maths Association provided for educators.

Numeracy Groups introduced Terms 3 & 4.

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

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

#### Future Directions

Further curriculum mapping of Numeracy to ensure all concepts are covered. -develop more differentiated tasks for explicit teaching groups. Further incorporate Guidebooks and Numeracy indicators.

Follow up intervention sessions for students requiring more support to grasp PreLit concepts as required.

Further develop focus on handwriting skills -prior to PreLit

PreLit commence Term 1 Week 5, Weeks 2-4 social skills groups

Further analysis of data to critically reflect on children's learning and development.

Group Times -explore options due to large numbers and varying student strengths and interests.

Consistency of expectations, differentiation, explicit teaching, scaffolding

### QA2: Children's Health and Safety

Relevant policies and procedures followed. Policies updated.

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

Further development of use of Outdoor Area to promote physical activity and scaffold children's play.

### QA3: Physical Environment

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. Building work completed Term 1, week 4.

Modifications to front entrance of preschool to improve student and staff safety and changes to building to meet NQS requirements in last approval stage.

#### 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

Staff team remained consistent.

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

Social Skills Groups introduced

### QA6: Relationships With Families and Communities

Term 1/2 Parent teacher interviews and ILP goal setting.

Strategies to support student behaviour, self-regulation and skills to work effectively with others were taught and modelled with children. Implementation of Bucket Filling concepts.

#### Future Directions

Transition to 'beYou' site from Kid's Matter

Incorporate more Berry Street principles into Centre practice.

## Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2017	72	72	71	73
2018	83	84	77	78
2019	81	78	78	78
2020	76	N/A	75	81

NOTE: The data is based on person counts in the two week reference period each term. Excludes pre-entry.

Data Source: Preschool Data Collection, Data Reporting and Analytics directorate.

Term 2 2020 data may not be available for all preschools.

## Enrolment comment

Student enrolment numbers were similar to 2019. One student transitioned earlier to a private school during Term 3 due to not being able to continue attending preschool as they did not meet the mandated vaccination requirements. Several others were eligible but parents chose to keep their children at preschool. Several students transferred in from other areas of the State throughout the year. Over the course of the year 2 students withdrew from preschool and will reenrol next year, 4 students left the district, employment opportunities being the driver. Five students commenced preschool in Term 4.

ATSI student enrolment numbers increased from 7 in Term 1 to 13 in Term 4. (numbers taken from attending students in data week)

31% of students presented with additional needs.

Student enrolment numbers for 2021 have currently reached 82.

## Attendance

	Term 1	Term 2	Term 3	Term 4
2017 centre	92.3%	87.4%	92.4%	95.8%
2018 centre	96.6%	91.1%	92.9%	89.2%
2019 centre	94.7%	92.4%	93.6%	91.7%
2020 centre	84.1%	N/A	86.3%	86.3%
2017 state	90.5%	88.2%	85.9%	87.2%
2018 state	90.7%	88.3%	87.0%	87.2%
2019 state	90.3%	87.4%	85.8%	86.4%
2020 state	89.3%	82.0%	84.8%	85.9%

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.

\*Note: Term 2 2020 data may not be available for all preschools.

## Attendance comment

Average attendances were slightly lower than 2019 but were on par with State percentages. The presence of Covid in our country meant that families were much more vigilant to keep their children at home if they showed any signs at all of being unwell. 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. Reasons include distance of residence from the preschool requiring parents to travel and wait in town while their child attends, parents work commitments, 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

Feeder Schools (Site number - Name)	2017	2018	2019	2020
9101 - Loxton Lutheran School	13.0%	12.0%	14.1%	25.0%
760 - Loxton Primary School	69.0%	71.0%	76.9%	68.4%
9041 - St Albert's Catholic School	12.0%	15.0%	9.0%	5.3%

NOTE: The data is collected in Term3. It does not reflect actual schools enrolled in by exiting preschool children. Only schools that are a destination for 3% or more of students are shown.

Data Source: Site Performance Reporting System (SPER), Term3 2020 collection.

## Destination schools comment

2020 data indicates that transition of our students to local Dept for Ed schools reduced from 77% in 2019 to 58%. There was an increase in the number of students transitioning to private schools from 23.1% in 2019 to 40.7% in 2020. Loxton Primary School was our major destination school transitioning 54.3% of our students. This was followed by Loxton Lutheran School with 33% of our students. Other students transitioned to St Albert's Catholic School 6.2%, Berri Primary School 1.2%, Loxton North School 1.2%, Moorook Primary School 1.2% and Rivergum College 1.2%.

## Client opinion summary

In Term 3, 2020, the Annual Survey of Preschool Parent Opinions Survey was distributed to parents, 38 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 strongly agreed or agreed that the teachers knew what their child could do and what they needed to learn and expected they would learn. 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 indicated staff always listened and were inclusive of all. 100% of all responses indicated strong confidence in the educational leadership and how the preschool was managed.

Snapshot of parent comments:

"An excellent preschool with a very caring and professional staff who keep parents informed about their child's development both from an educational and well being perspective."

"We are so impressed by the fast decision making and smooth implementation of Covid-19 changes. For the parents it felt effortless and smooth."

"We absolutely love Loxton Preschool. The amount our child has learnt and their commitment to our child's learning through Covid has been A plus."

"All staff are welcoming and friendly and it is a great environment and culture."

"I am extremely happy with the individualized care and learning my child receives. I feel very informed and involved with the centre."

"Excellent communication and updates. Always welcoming and listen to parents."

## Relevant history screening

All employees have maintained current DCSI Child Related Employment Screenings. Employees are transitioning across to Working With Children Checks (WWCC) as their DCSI Clearances expire. Records are kept on the HRS system via eduportal. A Staff Certification Summary is regularly printed and monitored to ensure all employees meet requirements.

DPTI contractors' clearances are maintained and checked by DPTI.

Private providers and other contractors' current Working With Children Checks are sighted and copies kept on site prior to their commencement.

## Financial statement

Funding Source	Amount
Grants: State	\$590,130
Grants: Commonwealth	\$0
Parent Contributions	\$20,970
Other	\$31,042

## 2020 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2020 funding was used to improve the relevant department's standard of educational achievement outcomes (where applicable):*	Outcomes achieved or progress towards these outcomes:
Improved outcomes for numeracy and literacy	Students provided with bag of literacy and numeracy resources upon commencement at preschool to be used at home. Differentiated Literacy and Numeracy 30 minute explicit small teaching groups were held each day. Targeted intervention for students at risk, ILP's for every student, parent information	Significant increase in student learning outcomes as evidenced by baseline data collected in Term 1 and compared to Term 4 data. PASM
Improved ECD and parenting outcomes (children's centres only)	Student wellbeing supported. Bucket Filler concept taught and practiced. Differentiated learning for students with determined success criteria.	Successful Learning at Home programme and parent involvement Active Governing Council and parent support Positive parent opinion survey
Inclusive Education Support Program	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 Department for Education speech pathologists, special educator, NDIS providers, Centre assessments and family input.	1. Specific children's goals met 2. All students able to access curriculum areas 3. Significant improvement from Term 1 to Term 4 data
Improved outcomes for non-English speaking children who received bilingual support	Bilingual support was not received this year due to no English as a Second Language students attending Loxton Preschool in 2020. However students from culturally diverse backgrounds were provided with early intervention support as required eg visuals and modelling in both play based and 1:1 and small group work support.	1. Improvements to students social and emotional wellbeing 2. Increased vocab, language usage, comprehension 3. Improved communication

\* The department's standard of educational achievement is defined as children and young people progressing and achieving at or above their appropriate year level.