



Seaford K-7 A Birth to Year 7 Campus Preschool 2016 Annual Report to the Community



Government
of South Australia
Department for Education
and Child Development

Seaford K-7 A Birth to Year 7 Campus Preschool Preschool Number: 3683

Partnership: River Hub

Name of Preschool Director:

Heather Morony

Name of Governing Council Chair:

Darrien Henson

Date of Endorsement:

Context and Highlights

SeafordK-7 Campus Preschool operates as a full time early childhood education centre located on a shared campus with the SeafordK-7 School.

Our 2016 staffing component consisted of 1 preschool director, 1.4 preschool teachers(including .4 for Universal Access), 2 Early Childhood Workers- which increased through the year to provide extra 'site funded' staffing for preschool support.

There were high enrollment numbers in 2016- group numbers were capped at 33 for the Monday/Tuesday group and 44 for the Wednesday/Thursday group.

Our Friday playgroup, 'Family Connections', operated alongside the kindy program on Friday mornings. Again Family Connections proved to be a successful means of bringing families and their children into kindy, allowing them the opportunity to experience an early years learning environment. Many of these children will continue into kindy in 2017.

Children accessed 2 full days of kindy (either a Monday/Tuesday or a Wednesday/Thursday) and on alternate Fridays as a 4 hour session. This provided the 15 hours a week of entitled preschool education.

Highlights for this year included-

~improved transition opportunities with regular and informal exchanges of small groups of children (from both reception and kindy)

~'Dancify' program

~'You Can Do It' program -supporting children's learning dispositions

~attending the Patch Theatre performance, 'Emily Loves to Bounce'

~Book Week activities

~family events including Harmony Day, shared lunches on our Grand Friends' Days

~ Crazy Hat Day

~ visits from the fire brigade

~children posting letters to their homes

~children and families developing, through the Natural resource Management Grant, the Butterfly Garden and seeing our first coastal butterflies at the end of term 4!

Further highlights from 2016 included the focus on children having resilience and a growth mindset and being encouraged to 'have a go', 'keep persisting' and, for staff to remember, 'every time I am tempted to tell children something, I try to ask a question'. Staff explored pedagogy, refining their pedagogical practice to incorporate 'Results Plus'. In term 4, a Pupil Free Day was organised for preschool staff to review the philosophy and values of the preschool and develop directions for 2017 by reflecting back over the year through the Quality Improvement Plan and Parent Surveys.

Report from the Governing Council

Students of both SeafordK-7 School and Seaford K-7 Preschool have had a year full of fun, learning and creativity. It was also a year of challenges and successes and as a school and preschool we should feel proud of how our community has worked together.

The leadership team, staff, school and preschool community worked hard to provide a wonderful learning environment for our students with many new editions in 2016, including:

whole rebuild of the turtle pond and surrounds, installation of tables and chairs within the turtle pond area, library repaint/refurbishment, increased storage in the preschool, the establishment of Butterfly Garden and an extension to the preschool yard.

Throughout the year the fundraising committee successfully conducted the following events:

Mothers' and Fathers' Day stalls, discos, Federal Election BBQ and raffles.

The generosity of the families in our school and preschool community to give up their time, effort, goods and services to help provide such a wide variety of experiences and memories for the children and students at Seaford is something we should all be very proud of.

Our Council continued its proud and strong history of stability and teamwork in following the strategies for the longer term future of the school and preschool as well as maintaining oversight of the shorter term operations.

School Council's policy making leadership for the provision of quality facilities, programs and resources continues as a prominent and guiding force in the educational focus of Seaford K-7.

Our Council is made up of representatives drawn from parents, staff and the community: with

Darrien Henson (Chairperson), Ruth Casper (Treasurer), Kathryn Riddle (Secretary).

Once again we express our gratitude and thank all our school councillors and all those families who have helped create such a wonderful school and preschool community.

Quality Improvement Planning

Our Quality Improvement Plan(QIP) for 2016 was guided by the 2015 Annual Report, feedback from Parent Surveys, staff discussions and the River Hub Partnership Improvement Plan. It is a working document, reflecting current needs to identify and prioritise areas for improvement.

In Quality Area 1 the focus was improving what data was collected and how children's learning was documented. A system to monitor data collected for each child was developed assisting staff to determine what other data was required for developing individual learning plans. A summary sheet - based on the Early Years Learning Framework- was prepared 'Learning Conversation' meetings held with families during term 2. Although improvement in monitoring and collecting data occurred, it will continue as a priority in 2017, especially around numeracy.

Throughout 2016, staff explored the literacy and numeracy indicators, working with Deb Lasscock to improve pedagogical practice and stretch children in their thinking. As Director I attended a 2 day conference for Results Plus in which 'Productive Struggle' was promoted. Children's learning dispositions- to stretch children, build resilience and focus on having a growth mindset- continued to be a priority for both our kindy and the River Hub Partnership.

In term 1, staff undertook training for the 'You Can Do It' program and children responded enthusiastically to the main characters that represented the learning dispositions that were being promoted. These dispositions included: getting along, persistence, organisation, resilience and confidence. By implementing the program, Quality Area 2 (of the National Quality Standards) was addressed (especially 2.3 'Each child is protected'). Children's social-emotional wellbeing was supported, especially through 'Gabby Get Along' (with the focus on collaboration, following important rules and citizenship). In term 4, interviews with the children were conducted and the character that they most related to was 'Gabby Get Along'. This program will continue in 2017.

As part of the QIP, educators used the 'Reflect Respect Relate' document to explore Domain 3, Enabling Learning Dispositions, in the Active Learning Environment scale. Educators each identified 2 indicators to focus on. Although this gave us areas to improve our practice, when staff met for reviewing the year in term 4, it was decided to focus more on one signal in 2017- Purposefulness/Persistence.

Further improvements in the 2016 QIP-

- ~ Reviewing the preschool philosophy and values as a staff team
- ~ All staff undertook 2 review processes (Professional Development Reviews) in which pedagogy was discussed
- ~ Strengthening partnerships within the community with
 1. families- through invitations to a session on Nature Play with Simon Hutchinson, 'Learning Conversations' and family events such as 'Harmony Days' and 'Grand Friends Days'
 2. our local school (Seaford K-7 Campus School) - through organising early years team meetings and regular interchange of children between kindy and reception were. This will continue next year.

A Butterfly Garden was developed and an 'extension' made to provide additional space for ball sports, games and to later incorporate a mud kitchen. In 2016 further improvements to the outdoor learning environment were considered with staff visiting other sites and attending professional development opportunities, including a workshop at the Alberton Primary School to learn about their initiative, 'The Nest' that they were involved with. Our improvements continued to be in the early stages of planning.

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2014	73	75	74	76
2015	77	77	79	80
2016	69	74	76	

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

Our enrollment numbers continue to be high although we did start the year with less than the previous 2 years. Our category ranking changed at the end of term 4 2015, going from a '1' to a '2'. However an adjustment to staffing was made to allow for the extra children already being enrolled. As with other years there was some fluctuation during the year with children moving to other areas or moving into our area. One child attended for 2 terms before moving on to a private school half way through the year.

Attendance

Year	Term 1	Term 2	Term 3	Term 4
2014 Centre	93.2%	80.0%	83.8%	93.4%
2015 Centre	90.9%	84.4%	81.0%	90.0%
2016 Centre	89.9%	86.5%	76.3%	
2014 State	90.0%	88.9%	86.1%	87.1%
2015 State	90.5%	88.7%	86.3%	86.3%
2016 State	89.6%	88.7%	87.7%	

Based on attendances recorded in the two week reference period each term, and calculated to an average unadjusted daily attendance (deemed attendance). Attendance percentages are based on the calculated deemed attendance (integer), divided by the number of enrolments. Excludes pre-entry. Note: Figures have been revised for previous years, using integer deemed attendance not decimal. Source: Preschool Data Collection, Data Management and Information Systems.

Attendance Comment

Term 1 attendance was our highest. In terms 2 and 3 there was a higher number of children unable to attend through either sickness or being away on holidays. In term 3 we had one child absent for the whole term while on holiday overseas with his family.

Fridays continue to have lower numbers of children attending, probably due to families either choosing not to access a 4 hour session (rather than a full day) or that their child attends a full day at their child care. However even though the numbers appear lower on a Friday, our preschool operates a successful 'Family Connections Playgroup' that operates alongside the preschool program. This program enables families in the community to access an early years learning program providing a valuable opportunity and orientation, especially for those children and families commencing kindy the following year.

Destination Schools

Feeder Schools (Site number - Name)	2014	2015	2016
0251 - McLaren Vale Primary School	0.0%	1.5%	1.8%
0313 - Old Noarlunga Primary School	5.7%	1.5%	10.9%
0362 - Port Noarlunga Primary School	4.3%	4.5%	1.8%
1043 - East Marden Primary School	0.0%	1.5%	0.0%
1071 - Moana Primary School	2.9%	0.0%	12.7%
1207 - Seaford K-7 Birth-Y7 Campus	51.4%	50.8%	43.6%
8014 - Woodcroft College Inc	1.4%	0.0%	1.8%
8390 - Prescott College Southern	0.0%	1.5%	1.8%
8498 - Tatachilla Lutheran College	1.4%	9.0%	1.8%
9014 - St John the Apostle Catholic School	0.0%	0.0%	1.8%
9755 - Emmaus Catholic School	1.4%	0.0%	1.8%
9756 - All Saints Catholic Primary School	31.4%	29.9%	20.0%
Total	100%	100%	100%

Destination Schools Comment

There is a wide range of schools being accessed by our preschool in 2017. The highest %(43.6%) will attend the local school, Seaford K-7 School, with which we share the same campus. The next highest number is with All Saints Catholic Primary School(20%). This school would be our next closest school. It is also noted that numbers for Moana Primary School have increased. This is probably occurring because we had more children this year attending our kindy who may have been unable to access Moana Kindergarten as they had a lower enrollment capacity than us.

Client Opinion Summary

A parent opinion survey was distributed to families early term 4. There was a pleasing number of surveys returned(19 returned from the 30 families who were randomly given a survey). The survey was designed to enable families to provide feedback for the 7 Quality Areas of the National Quality Standards. Staff then reviewed this information during the Pupil Free Day in term 4, reflecting and planning improvements and future directions.

Overall, most families responded very positively in each of the 7 Quality Areas. However there were several responses that were 'neutral' and only 1 family responded as a 'disagree'- staff discussed the feedback for consideration and inclusion in the 2017 Quality Improvement Plan. This is outlined below.

To:

1. improve communication to families about children's learning-staff will change where the program is displayed and include displaying more large photos of children's learning.
2. provide a guide for families in what to provide for their child for a healthy lunch(staff to provide recipes etc as a guide)
- 3.support children in having empathy and for being kinder to one another- staff to continue the "You Can Do It" program and to use the Well Being Scale in Reflect Respect Relate
- 4.develop the outdoor learning environment more to ensure it is more challenging and engaging children in nature
- 5.provide more information to families about the Governing Council

There were very positive responses to Quality Area 4, 'Staffing' -eg "all staff are very welcoming and accomodate siblings which makes drop off and pick up so much easier. All staff know the kids by name and that is lovely to see and hear so they feel included and parents know their kids are known and not forgotten or lost in the crowd".

Further positive feedback received for the Quality Areas of 'Relationships with Children' and 'Relationships with Families and Community'.

DECD Relevant History Screening

Site Leader ensured compliance through screening verification which involved

sighting and recording clearance information of all employees

sighting and maintaining clearance copies for all relief staff

verifying the identity of 1st time visiting DECD, NDIS and Health personnel and employees and maintaining copies of their CHS and noting verification alongside their name on the sign in sheet

site employed contractors had up to date relevant clearances

Financial Statement

	Funding Source	Amount
1	Grants: State	\$4709
2	Grants: Commonwealth	
3	Parent Contributions	\$22,050
4	Other	\$885

2016 Preschool Annual Report: Improved Outcomes Funding

Improved Outcomes Category (where applicable to the site)	Briefly describe how the 2016 funding was used to improve the relevant DECD Standard of Educational Achievement * outcomes (where applicable):	Outcomes achieved or progress towards these outcomes:
Improved outcomes for numeracy and literacy	The Early Years Literacy Funding enabled educators - through organising relief staff- time to plan and reflect on the indicators (especially the indicators for numeracy). Educators were able to reflect on what data and observations were collected, how these linked in with the indicators and how our learning environment and intentional teaching practice could be improved to reflect on intentional teaching practice to improve the learning environment. This supported our PD sessions with Deb Lasscock.	This will continue in 2017 -with PD and PLC's- organised to develop a deeper understanding of the indicators and the learning processes to improve educators practice.
Improved ECD and Parenting Outcomes (Children's Centres only)		
Improved outcomes for children with disabilities	Throughout 2016 funding for preschool support was allocated each term, increasing to 196.8 hrs. of preschool support for term 4 for 18 children. Further individual programs given for children- through DECD speech therapy- for those who were referred but did not qualify for preschool support. In addition support was provided for a child through the Early Intervention Services for Deaf/Hard of Hearing while two children received support while attending kindy through NDIS.	Funding supported children in accessing the learning program through improving communication (high number of speech and language impairment chn.), social skills and regulation.
Improved outcomes for children with additional language or dialect		

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