



Lake Wangary Preschool Centre 2017 Annual Report to the Community



Lake Wangary Preschool Centre Preschool Number: 6630

Partnership: Port Lincoln

Name of Preschool Director:

Nola Purslow

Name of Governing Council Chair:

Skye Bradford

Date of Endorsement:

6/03/2018

Context and Highlights

Wangary is a small rural town on the Eyre Peninsula, located 45 kilometres west of Port Lincoln. Currently one of our Preschool enrolments lives in Wangary. All other children access the preschool via one of three primary school buses. Seven children come from Coffin Bay, and two from Coulta.

The Preschool is a Category 1 site currently staffed with one 0.6 Director and one 0.6 ECW 1, both staff hold 0.5 permanent positions. A Preschool Support Worker (3hrs/wk) is employed to assist children with additional needs. We currently have three children accessing Preschool Support hours. We presently have no Aboriginal children attending the centre or children from NES backgrounds. There are no children attending who are under the guardianship of the minister. The Director, who has been at the Lake Wangary Preschool as the leader for the past 12 years, is on a one year contract for 2017 due to an amalgamation with the primary school, which will commence in 2018. Our centre maintains a close working relationship with the Lake Wangary Primary School which is the main feeder school. Transition to school includes visits between sites in weeks two and six each term. We regularly attend concerts, assemblies, class events, the library and the gym. Orientation to preschool is held throughout term 4, which is flexible in accordance with our capacity of fifteen and the needs of individual families.

Highlights

- National Quality Standards Assessment Process completed in term two. Exceeding rating for three of the quality areas: Relationships with Children; Collaborative partnerships with families; Staffing Arrangements and meeting for the remaining four.
- Excursions held each term included a visit to each families home, National Aboriginal and Torres Straight Islander Children's Day and Port Lincoln High School Pantomime
- Aboriginal Culture Day
- Book Week Parade
- Visit from Ambulance and Fire Centres
- Development of worm farm, vertical garden and seed planting.
- Camping Day
- Science is Fun Day. How do you make an egg bounce? Experiment with colours.
- Staff Training and Development included; Responding to Abuse and Neglect in Education and Care; Cardiopulmonary Resuscitation (CPR); Strengths Based Schools by Robert Biswas-Diener; Introducing Marte-Meo by Sally Watson; Teaching is the Magic Weaving Business by Sir John Jones; Re-Imagining Childhood: A Collaboration of local and International Perspectives on Early Childhood.

Report from the Governing Council

Governing Council Report 2017

We have enjoyed contributing to the Lake Wangary Preschool Centre as Governing Council members this year. In particular we would like to acknowledge the following achievements and successful outcomes of our involvement in 2017;

- Final amalgamation plans for the Preschool building have been viewed and highly recommended.
- Ongoing support for the amalgamation process and involvement in the name change of the Lake Wangary Primary School to Lake Wangary School to ensure the name is inclusive of all students.
- The purchasing of educational resources that promotes physical development, social play and creative thinking.
- Successful hand over of our recycling fundraising to the school.
- Approval of funding to increase E.C.W hours for planning and programming.
- A preschool parent representative attended primary school governing council meetings each term.
- Fundraising supported excursions each term to visit every child's home, Port Lincoln Preschools and local educational events.
- Community involvement was valued and celebrated with contributions to our curriculum from family members and the wider community.

We have valued the opportunity to be involved in the Governing Council in 2017 and feel confident that the staff will continue to support future families of our community.

Quality Improvement Planning

QA 1:

Action: Assessment and Planning Cycle process will be strengthened using Indicators of Preschool Numeracy & Literacy and RRR

Process: Purchased resources. Learning shared with site staff and portfolio staff at Professional Learning Community meetings. Lake Wangary hosted term four around Literacy planning cycles.

Folders set up for recording individual children's numeracy/literacy observations.

Observations used for developing planning, programming and reporting processes.

Update anecdotal records using Literacy and Numeracy Indicators

Using RRR Active Environment Observation Scale, our site got a mean score of 4.05.

Next Steps: Deepen assessment for learning around the preschool indicators and enhance quality learning design to stretch every child's literacy and numeracy understandings.

QA 2:

Action: All children develop an understanding of their right to be safe & strategies to keep safe.

Process: Staff supported children to establish ways to keep themselves and others safe at Preschool, including assertive language for solving conflicts. Child survey conducted via use of ipad to record their conversations and comments.

Benefit/Risk Assessment Big Book made with children around Keeping Safe Child Protection Curriculum.

Next Steps: Adapting to our new indoor and outdoor learning spaces to foster a sense of belonging and developing inspiring play spaces.

QA 3:

Action: To provide more stimulating indoor and outdoor play spaces to maximise engagement and foster learning dispositions.

Process: Improvement of planning process to incorporate specific indoor and outdoor Play Spaces based on individual ideas and interests. Observations reported and discussed at planning meetings.

Staff incorporated a science play space area to engage children and develop their sense of curiosity and wonder.

Introduced science experiments processes based on question, research, hypothesis, test, look at results, and draw conclusions.

Next Steps: Use feedback from RRR to assess involvement of children in STEM subjects.

QA 4:

Staff will build their professional capacity/pedagogical practices by collaborating with a wider group of colleagues across the partnership

Process: Share ideas about principles and observations of practice at staff training sessions. Attend Professional Learning Community meetings each term. Visit other Preschool Centres. Share professional development training at staff meetings.

Next Steps: To be involved with Primary School staff in multiply ways. Continue to attend PLC and attend partnership staff meetings.

QA 5:

Action: Children to recognise and value the knowledge and skills of their peers and engage in learning from each other.

Process: Use ipads to share learning with small and large groups. Develop group activity to lift up individual children's profiles. Focus on Oral Language, kindness towards self and others, and caring for the environment.

Next Steps: Use of IT to share learning opportunities with children.

QA 6:

Action: Staff will gain skills and confidence to utilise ICT to increase and enhance communication with families and community.

Processes: Support from DECD to set up ipads for internet. Contact ICT instructor about providing training for the Port Lincoln partnership. Emailed Michael Ho re: support for Website upgrade. Explore Dojo app and Facebook to keep in touch with families.

Next Steps: Survey families to gain information about how we can best support them in their parenting role..

QA 7:



Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2015	6	6	6	6
2016	14	12	12	11
2017	11	10	11	

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

One child left in term one. New enrollment in term 3.

Attendance

Year	Term 1	Term 2	Term 3	Term 4
2015 Centre	100.0%	87.1%	100.0%	78.1%
2016 Centre	96.7%	93.8%	100.0%	89.1%
2017 Centre	92.7%	98.0%	75.9%	
2015 State	92.4%	90.2%	87.8%	88.5%
2016 State	91.1%	89.6%	87.9%	87.9%
2017 State	90.6%	88.8%	86.7%	

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

Two children traveled over seas during data collection of terms 3 & 4. All absences were verified by the family.

Destination Schools

Feeder Schools (Site number - Name)	2015	2016	2017
0563 - Lake Wangary Primary School	92.9%	100.0%	100.0%
1277 - Port Lincoln Junior Primary School	7.1%	0.0%	0.0%
Total	100%	100%	100%

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

Client Opinion Summary

40% of families returned opinion surveys.

All responses were either strongly agree or agree except for three, that were neutral.

We appreciate feedback from our families and will endeavour to put strategies in place that support us to work towards improving outcomes for children and their families.

DECD Relevant History Screening

All staff and Governing Council members had DCIS screening.

Financial Statement

	Funding Source	Amount
1	Grants: State	Nil
2	Grants: Commonwealth	Nil
3	Parent Contributions	\$1,130
4	Other	

2017 Preschool Annual Report: Improved Outcomes Funding

Improved Outcomes Category (where applicable to the site)	Briefly describe how the 2017 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	<p>Staff training and development- Marte Meo program; 'Building quality interaction with children'.</p> <ul style="list-style-type: none"> - RRR with Sally in PLEO - Preschool Literacy Indicators <p>Purchase of resources- staff resources</p> <ul style="list-style-type: none"> - mathematical resources 	<p>Enact changes in pedagogical practice</p> <p>Use of mathematical language</p> <p>Improve Literacy planning cycle</p> <p>Improvement in Phonological Assessment</p> <p>Skill Mapping for all children</p>
Improved ECD and Parenting Outcomes (Children's Centres only)		
Improved outcomes for children with disabilities	<p>Throughout the year we received funding to support five children. Four for language development and one child for Autism assessment. We received (on average) 3 hours per week each term to employ a support worker. Her time was used to relieve our ECW, who provided a speech program, and to work one on one with the autistic child.</p>	<p>All speech children were assessed as age appropriate by the end of the year. The child with possible autism has made a successful transition to school.</p>
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.