

Stirling North Childhood Services Centre Annual Report 2014



1. CONTEXT

Preschool Name: Stirling North Childhood Services Centre

Preschool Number: 6667

Preschool Director: Belinda McInerney

Partnership: Port Augusta/Quorn

Contextual Information for 2014

Stirling North Childhood Services Centre is located in a small township approximately 10 kilometres out of Port Augusta. At the beginning of this year, it has been relocated to a brand new Centre on a site next to Stirling North Primary School. Although they are located closely to each other, it is currently still a standalone Centre.

Children, who attended the preschool this year, were mainly from families who live within the Stirling North Community and some families who travelled from Port Augusta to attend our preschool.

The preschool operated from Monday through to Thursday offering 8 sessions per week. Half a day Monday was for Administration purposes, Training and Development, staff meetings, programming and planning and assessment and reporting practices. Children attended their entitled sessions through full day sessions on various days over a two week period.

The warranted staffing for 2014 consisted of a .7 director, .7 teacher, an ECW who worked 26 hours a week and a support worker whose hours varied each term depending on the preschool children who were provided with support hours.

2. REPORT FROM GOVERNING COUNCIL

Stirling North Childhood Services Centre - Chairperson's Report 2014

The past year has been one of big change for the Stirling North Kindy. 2014 saw the completion of the new Kindy at the SNPS site. The amalgamation of the Kindy on the school site has been a predominantly positive one, with one location proving to be convenient for many families.

The volunteer run Playgroup was represented on the Governing Council committee in 2014. This enabled a close link with the reps and allowed for good communication and discussion. Unfortunately the playgroup is unable to be provided at the Kindy in 2015 due to increases in Kindy hours. The GC wish the playgroup volunteers all the best for 2015 and all the best with their new site. The Kindy has enjoyed a positive partnership with the playgroup over many years.

In 2014 the Governing Council have been involved in many discussions to support planning, review and continuous improvement for the SNCSC. This has included:

- budget expenditure
- fees / outstanding debts
- Kindy pre-entry and School transition
- staffing configuration
- events and excursions
- sale of kindy furniture (old site)
- advocating to architect for improvements / suggestions (new site)
- numeracy and literacy program

- staff PD
- Kindy photos
- SNPS discussions (OHSC proposal, road crossing)
- policy review
- A small number of fundraising initiatives were undertaken. A big thank you to all families and businesses who supported these fundraisers during the year.

- Easter raffle

- Mother's Day raffle
- BBQ at Big W

Finally, on behalf of the Governing Council, I wish to thank Belinda McInerney for her dedication to the SNCSC during 2014. Belinda led the Kindy into a successful transition to the new site, and was a strong advocate for the Kindy when liaising with the architect during the building completion. Belinda has demonstrated her commitment to the students, families and staff, which was recognised in her nomination for a National ASG Teaching Award. Belinda was shortlisted to the top 120 finalists. Congratulations! We thank Belinda for her hard work during 2014, and wish her all the very best for 2015 at SNPS.

Melanie Hocking

2014 Chairperson, Stirling North Childhood Services Centre

3. HIGHLIGHTS 2014

2014 Director's Report

I am privileged to have the opportunity to be the Director at Stirling North Childhood Services in 2014. As a staff team, we have created a sense of belonging for the children, staff and families. Throughout 2014, Stirling North Childhood Services Centre has become a happy working environment. We have formed positive and welcoming relationships with families and the wider Community. The centre continues to work on improving the programming and implementation, amongst other areas of continuous improvement.

Major Highlights in 2014 include:

- Handover of centre, moved and set up an entire new site
- New staffing consisted of a new Director and a new teacher.
- Purchased a new IWB (Smartboard)
- Purchased a new photocopier
- Designed and purchased shelving for all the sheds to store outdoor play equipment in.
- Established small plants and vegetables in the raised planter pots
- Successful family night and graduation with a majority of families attending
- Successful close relationships with the Stirling North Primary School
- Proactive Governing Council
- Worked with 'OPAL' to promote healthy eating within the preschool
- Attendance and enrolments were constantly high
- Purchasing office furniture for staff

Stirling North Childhood Services Centre has families who are proactive by being interested and involved in all aspects of the centre and the Community. I would like to thank all the children, staff and families of Stirling North Childhood Services Centre for making this a successful year in so many ways.

Belinda McInerney

4. QUALITY IMPROVEMENT PLAN

Quality Area 1: Educational program and practice

Identified Goal: To provide documentation about each child's program and progress is available to families

Key Achievements:

- Reviewed the design and format of our program that was more family friendly and provided a page of family feedback.
- We used a whole pin up board to display the program with photos around it, including children's voice to show families, what their children have been involved in at our Centre.
- Provided information in our Newsletters and photos about events and daily learning that we programmed.
- The positive feedback from families about learning stories in their child's portfolios.
- Families are more familiar with the outcomes in the being, becoming, belonging document, as it is shown in child portfolios.

Recommendations:

- Keep the current display of our program and the methods of communication to families
- Provide a questionnaire to families asking for their input and thoughts on various aspects of the centre.

Identified Goal: For educators to respond to children's ideas and play and use intentional teaching to scaffold and extend each child's learning

Key Achievements:

- At staff meetings we discussed children within the centre who we thought needed further opportunities to be engaged in learning focusing on their interests. We then used this information within our programming.
- The Director attended the 'Empowering Local Learners' sessions and discussed with the staff team and implemented this learning with the centre both through the program and intentional teaching.
- A majority of the learning that occurred at the Kindy was through play. Although we had specific mat time opportunities for learning, the focus was learning through play from the view of the children (their interests, skills and abilities).

Recommendations:

- Attend visits and training and development sessions on children learning through play to extend their learning
- To continue what we have implemented.

Quality Area 2: Children's health and safety

Identified Goal: To promote and implement effective hygiene practices

Key Achievements:

- At group times, we discussed with the children the importance of washing their hands before eating and after going to the toilet.
- Healthy eating discussions and cooking/activities in the fortnightly program.
- We had a song that was sung each session about washing your hands.
- As a staff team, we ensured that dishes tables, chairs and benches were wiped over when needed and at the end of eating times and the end of each session.
- Toilets were kept clean and tidy, throughout the day.
- Cleaners were contracted to clean the centre after each session.

Recommendations:

- To continue what we have implemented.
- Provide a roster and checklist for all staff to ensure all cleaning processes have been completed.

Identified Goal: To ensure healthy eating and physical activity are embedded in the program for children

Key Achievements:

- Our teacher organized and implemented a 'Healthy Breakfast Morning' in consultation with OPAL (Port Augusta Council's healthy eating program). This also coincided with our Attendance Plan.
- Through communication with families (written and verbal), we continued to educate them on the importance of healthy lunches for their children. We also provided families with pamphlets and displayed a poster within the centre from OPAL on healthy and unhealthy foods.
- We ensured we provided opportunities each session for a range of physical activity experiences.

Recommendations:

- Organise members from OPAL to come and visit the centre to talk to families and children.
- To continue what we have implemented.

Quality Area 3: Physical environment

Identified Goal: To provide an inclusive environment, which promotes competence, independence and exploration and learning through play.

Key Achievements:

- Provide activities and play experiences for children to be independent.
- Continually reviewing the learning environment to promote opportunities for children to explore and become competent.

Recommendations:

- Research various other ways to provide a physical environment that is inviting and challenging for exploration and learning.
- Purchase new play equipment for children to develop their skills and co-ordination.

Quality Area 4: Staffing arrangements

Identified Goal: For staff to understand where they are in relation to the Professional Standards and how to progress.

Key Achievements:

- Through Performance Development meetings the Director has referred to the Professional Standards and reviewed with the teacher, where she thinks she is at, and how she can progress and areas that need developing.
- The Director to refer to the Principals Professional Standards and review where she thinks she is at, and how she can progress and areas that need developing.
- Teacher discussed how she has attended training on how to move from a graduate to a proficient standard in accordance to the Professional Standards for teachers.

Recommendations:

- Provide staff with ideas and information about what they need to work on to move towards the next standard in various components of the document.
- The Director and teacher to review the document on a regular basis.

Identified Goal: Educators, Co-ordinators and staff members work collaboratively and affirm, challenge, support and learn from each other to further develop their skills, to improve practice and relationships.

Key Achievements:

- Experienced Educators need to demonstrate and show other staff Literacy and Numeracy teaching requirements.
- Ensured print activities were evident in the program.
- Collect and provide data to parents in the beginning and final terms of Preschool.

Recommendations:

- Staff to attend training and read information on the skills needed to teach early Literacy and Numeracy skills.

Quality Area 6: Collaborative partnerships with families and communities

Identified Goal: To role model and encourage children how to play collaboratively with others to enrich their learning.

Key Achievements:

- The staff observed children who were playing independently often and at staff meetings we discussed play opportunities for them to be involved in with other children.
- At mat times we discussed with the children how sometimes children like to play alone and other times if you see someone playing alone, you may like to ask them to be involved in what you are playing.
- Provided play experiences that are purposeful for a group of children to be engaged in play.
- Staff role modelled pretend play situations with a large emphasis on vocabulary.

Recommendations:

- To continue what we have implemented.

- Use the Respect, Reflect and Relate document to observe children during play experiences to gauge when they collaboratively play with others.

Identified Goal: All staff will be aware and interact with their focus children within the Centre.

Key Achievements:

- During sessions, staff observed children of interest who we felt needed closer attention. At staff meetings, as a staff team we discussed any concerns we had about these children or observations about these children. Discussions were then had about how we can cater for these children within the program.

Recommendations:

- Continue to provide play experiences for focus children.
- Organise a system so staff can ensure all children in the centre have been focused on.

Quality Area 7: Leadership and service management

Identified Goal: Organise and implement a comprehensive induction process for all staff.

Key Achievements:

- When completing the hand over with the new Director, I tried to ensure the process was smooth and all relevant information needed for the following year was in a folder ready for her.

Recommendations:

- To improve on the induction process for all new staff to the centre.

Identified Goal: Staff performance plans to be reviewed and implemented regularly with all staff.

Key Achievements:

- Performance plans were given to staff prior to their meetings to complete their components of the document. At their performance meetings, we went through their performance plans.
- Director organised a timeline for meetings and reviews to be done.
- Staff actioned their performance management plan.

Recommendations:

- Go through the criteria in the Performance Plans with each staff member when giving it to them, to ensure they understand it and can ask questions or queries if they have any.
- To work on having performance management meetings more regularly.

Identified Goal: Administrative systems to be organized and managed, so effective operations of the Centre are maintained.

Key Achievements:

(Director) -

- Managed to unpack boxes of administration folders and set up the office in a tidy and organised manner and kept it that way.
- File relevant documents accordingly, electronically and in a filing cabinet and in folders
- Purchased new office furniture for all staff members so they are able to easily manage their administration tasks.
- Completed all relevant paperwork and administration requirements.
- Stayed organised, and had appropriate time management.

Recommendations:

- Continue to keep all administration in order and manage it accordingly.

- Continue to complete paperwork, relevant documents and all other administration tasks on time.

5. INTERVENTION AND SUPPORT PROGRAMS

This year our site received \$3,972.00 for Early Literacy. This funding was utilized by employing additional staff to develop and purchase Literacy resources. This has funding has been beneficial as we have 3 year olds attending the Centre as well as children with special needs.

Each term we were allocated additional support for children with disabilities or developmental delay. This funding was used to allocate a staff member (ECW) to implement support programs including recording their progress, assist the children within the centre, complete NEP'S with the assistance of the entire staff team, make and display visual aids within the centre and work closely with staff from the Education Office for guidance and support e.g. Speech Pathologists.

Allocated hours of support each Term

Term 1 – 21.5

Term 2 - 20

Term 3 - 21

Term 4 - 19

Two of these children receiving support are considerably disabled/ impaired as one is severely deaf and the other has a brain tumor, causing severe developmental delay.

Another one of these children is an early entry as she has a severe speech delay.

The remainder of the support hours allocated were for children with speech difficulties and behaviour.

6. STUDENT DATA

6.1 Enrolments

Figure 1: Enrolments by Term

Total Enrolments 2012 - 2014

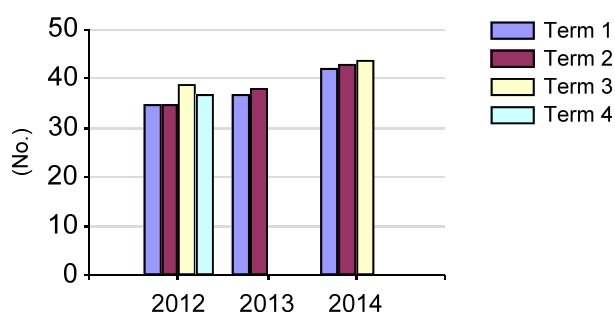


Table 1: Enrolments by Term

Enrolment by Term				
2012	35	35	39	37
2013	37	38		
2014	42	43	44	

Based on person counts in the two week reference period each term.
Excludes pre-entry.

Source: Preschool Data Collection, Data Management and Information Systems

The data indicates that the enrolments have continued to progress upwards. This may be due to several factors.

- 1 A lot more families are moving to Stirling North to live
- 2 The relocation of the preschool to the new premises next to the school, has made it more appealing to families and easier if they have siblings going to the school
- 3 The new Centre has a larger capacity, so it can accommodate for more children
- 4 The reputation of the Primary School
- 5 The reputation of the Preschool

6.2 Attendance

Attendance

Figure 2: Attendance by Term

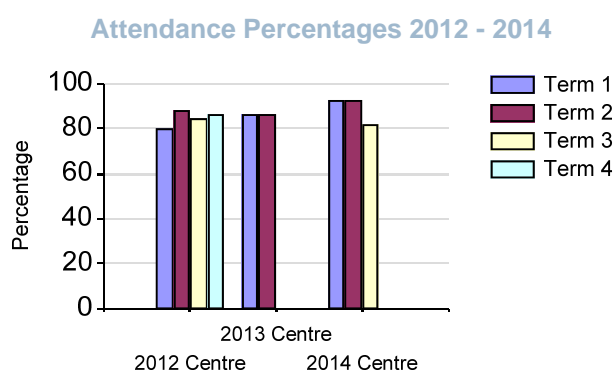


Table 2: Attendance Percentages 2012 - 2014

Attendance Percentage				
Year	Term 1	Term 2	Term 3	Term 4
2012 Centre	80.0	88.6	84.6	86.5
2013 Centre	86.5	86.8		
2014 Centre	92.9	93.0	81.8	
2012 State	87.4	85.9	84.5	85.5
2013 State	88.7	88.0		
2014 State	89.9	88.8	85.9	

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

The attendance figures for Term 1, 2 and 3 showed an increased attendance compared to previous years. This may be due to families wanting their children to attend the Stirling North School, our program and the new Centre. Our staff were very active in following up non-attenders with unexplained absences. This wasn't very often, as a majority of families that had children who attended the Centre, gave us reasons for their child/ren's absences. Term 4 data was entered onto

EYS during the Data period, but it isn't showing the percentage for Term 4. Attendance was down in Term 3, but this was due to it being Winter with lots of sickness amongst children. The data indicates that our Centre has a slightly higher attendance compared to the state average.

Refer to Appendix 1 for detailed outline of what the Attendance grant were used for within our site.

6.3 Destination – Feeder Schools

Feeder School Percentage Data

Table 3: Feeder School Percentage Data 2012 - 2014

Feeder Schools				
Site number - Name	Type	2012	2013	2014
1481 - Stirling North Primary School	Govt.	96.7	100.0	100.0
9122 - Caritas College	Non-Govt.	3.3		
Total		100.0	100.0	100.0

Based on the percent of children currently enrolled who will attend school in the following year, where the expected school is known.
 Due to rounding totals may not add up to 100%.
 Source: Term 3 Preschool Data Collection, Data Management and Information Systems

Data indicates that all the children who have attended Stirling North Childhood Services Centre in 2013 and 2014 attend or will be attending Stirling North Primary School. Parents often enroll their children at this Centre so they can form friendships and assume they have a better chance of being able to enroll their child/ren into the School. Data also indicates that no families chose to enroll their children in other Schools within the Port Augusta/ Quorn region within 2013 and 2014

7. CLIENT OPINION

Refer to Appendix 2 attached for a copy of the hard copy parent surveys.

Copies of the Parent Opinion Survey was distributed to our families with numerous reminders to complete and return to us, either online or hard copy. We didn't receive any electronic responses. The information obtained were from the hard copies we received.

The surveys indicated that parents 'strongly agree' and with a few 'agrees' for the questions in all the components of the surveys. The only 'disagree' or 'neutra'l responses we had were in the areas of parents input and involvement, feedback and decision making about their children's learning. This is an area which we need to improve on.

8. ACCOUNTABILITY

All the current staff at the centre have current Criminal History Screening. Members of our Governing Council have current Criminal History checks and others are in the process. No volunteers are allowed at our centre without a Criminal History Screening.

9. FINANCIAL STATEMENT

	Funding Source	Amount
1	Grants: State	\$8,341.00
2	Grants: Commonwealth	Nil
3	Parent Contributions	\$21,645.00
4	Other	\$3,174.63

Appendix 3 - End of Year Profit and Loss Statement