



Stirling North Childhood Services Centre Annual Report 2015



1. CONTEXT

Preschool Name:	Stirling North Childhood Services Centre	Preschool Number:	6667
Preschool Director:	Robyn Rosenzweig	Partnership:	Port Augusta / Quorn Partnership

- This is the second year of being on the school site in the new Kindergarten building. This year has seen the development of closer links with the school. The transition program to school as been strength by the Kindy children regular visiting the school, to play on the playground, bike track and the Gym.
- The year started of with a new Director and teacher. The teacher left for personal reasons in week 2 term 4. In week four, a new graduate teacher took up the role for the remainder of the year.
- At Stirling North Childhood Services Centre, we have children attending either, Monday/Tuesday and alterative Thursday or Wednesday/Thursday and alternative Mondays to allow children to be have their 15 hours preschool a fortnight.
- The Transition Program to Stirling North Primary School started the beginning of Term 4 and ran for the first 7 weeks with children attending school for longer periods, increasing to a full day in week 7.
- Learning Together Playgroup is held on Friday mornings 9.45 – 11.45, this playgroup is run by the Children’s Centre at Carlton.

Staff

- 1.0 Director Robyn Rosenzweig
- 1.0 Teacher Courtney Rogers (Terms 1,2,3)
Whitney Ireland (Term 4 Weeks 4-9)
- 0.2 Teacher Nicole Adams (term 3 and 4)
- 0.8 ECW - Andrea Turner
- Preschool Support Workers Tania George and Sharon White

2. REPORT FROM GOVERNING COUNCIL

Stirling North Childhood Services Centre - Chairperson's Report 2015

2015 was another successful year for Stirling North Kindy, with the Kindy staff and families settling in well in the amalgamated site at SNPS. This year we welcome new Director Robyn Rosenzweig who came to the Kindy with lots of enthusiasm, skills and ideas!

In 2015 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
- graduation
- staffing configuration
- events and excursions
- sale of kindy furniture (old site)
- advocating to architect for improvements / suggestions (new site)
- programming
- staff PD
- Kindy photos
- policy review

A number of fundraising initiatives were undertaken, including the sale of Kindy t-shirts and jumpers, picture plates and the Father's Day raffle. A big thank you to all families and businesses that supported these fundraisers during the year.

With some of our fundraising funds, the Kindy was able to create a 'mud kitchen' in the yard, providing the children with a fun and stimulating area to get messy and have lots of fun!

We have seen lots of changes in the yard this year, with structures moved and new areas created, adding to the play experience for children at the Kindy.

Finally, on behalf of the Governing Council, I wish to thank Robyn and all of the staff for their hard work this year wish them all the very best for 2016.

Melanie Hocking

2015 Chairperson, Stirling North Childhood Services Centre

3. HIGHLIGHTS 2015

Highlights for 2015 include:

- Opening of the Stirling North Pre-school and Stirling North Primary Admin building by the Hon Susan Close, Minister of Education June 2015.
- Excursion to Mambray Creek Term 3
- Development of the outdoor area – moving the cubby house, putting a tunnel through the mound, new barks chip area and retaining wall/balancing area.
- Purchase of new furniture and rugs for inside
- Climbing trees PlayzDay session
- Teacher being engaged in the Empowering Local Leaders session in Terms 1 and 2
- Whole partnership training and development student free day in term 1
- Early Years Student Free Day where staff engaged in the Preschool Numeracy and Literacy Indicators and Results Plus
- Student Placements for Certificate 3 in Children Services
- Auntie Elsie visit and shared Dreamtime stories and cooked damper with the children.
- Attended the Stirling North Primary Junior Primary assemblies in term 3
- Police visit
- Involved in the Partnerships Instructional Rounds

Training and Development Highlights for 2015

- Leading Numeracy Improvement Modules 1 and 2
- Empowering Local Leaders
- Nature Play SA

- Partnership Day Conference Term 1
- Early Years Conference held at Port Augusta Central Oval Term 4 – Preschool Literacy and Numeracy Indicators and Results Plus Presented by Rochelle Anno and Sonya Gee-Davis

4. QUALITY IMPROVEMENT PLAN

QA 1 Element 1.1.2

Each child's current knowledge, ideas, culture, abilities and interests are the foundation of the program.

What outcome or goal do we seek?

- Educators have sustained conversations with children. Strive for Five
- Children contributing to the program by directly & indirectly forming the program through conversations/child initiate or interest.
- Educators documenting children's interests/questions.....and then using this to inform the program.....

Outcome

- Record of children's interests weekly to inform the program
- Children's voice is included in the program
- Children are encouraged to view their Profile Book regularly to gain an insight to their own learning journey at Kindy.

Future Direction

- Continual focus on including children's voice and recording their interests, through daily reflective practice.

QA 1 Element 1.1.4

The documentation about each child's program and progress is available to families

What outcome or goal do we seek?

- Parents and staff are encouraged to share information with families about their child through informal chats, formal chats and written reports.
- Statement of Learning will be fully implemented this year

Outcome

- Learning stories are regular written on individual children and placed in their profile books.
- Profile books are available for parents to take home once a term but accessible every day for families.
- Program displayed for families.
- Statement of Learning

Future Direction

- Individual learning goals set for children based on the Numeracy and Literacy Indicators and the Early Years Learning Framework
- Learning Stories displayed in the Kindy.
- Re-visit the Statement of Learning and how it is presented to families.
- Training and Development based around recording children's learning – Floor books

QA 1 Element 1.2.2

Educators respond to children's ideas and play and use intentional teaching to scaffold and extend each child's learning

What outcome or goal do we seek?

- Children initiate and participate in the curriculum. Through their play, educators facilitate their interests and learning
- Staff will be familiar with the Numeracy and Literacy Indicators and the language is shared with children.

Outcome

- Staff attended an Information Session on the Numeracy and Literacy Indicators in term 4
- Staff are becoming familiar with the language of the indicators
- Information shared with Families through the newsletter and parent information sessions for 2106 children.

Future Direction

- Numeracy and Literacy Indicators are fully implemented in to the program
- Recording template for individual children relating to the indicators
- Numeracy understanding for staff and children linked with the Empowering Local Leaders Development.

QA 2 Element 2.2.1

Healthy eating is promoted and food and drinks provided by the service are nutritious and appropriate for each child.

What outcome or goal do we seek?

- Healthy lunch boxes and snacks are supplied by families each day at Kindy
- Limiting the intake of high sugar and salt foods at the Kindy
- Children knowing the difference between sometime food and everyday food.

Outcome

- Children are encouraged to eat fruit for morning fruit time
- Information shared with families on healthy choices.
- Reminders and notes sent home about healthy lunch boxes.
- Juicing fruits and vegetables for children to try
- Talking about healthy options with children
- Oranges and mandarins brought in for children to eat at snack time
- Encouraging all children to have a piece of fruit at snack

Future Direction

- Parent information about healthy choices at Kindy
- Not Nut Centre in 2016
- Continual focus on developing children understanding of healthy choices at Kindy
- Regular healthy cooking sessions

QA 3 Element 3.2

The environment is inclusive, promotes competence, independent exploration and learning through play.

What outcome or goal do we seek?

- Risk- taking activities
- Open-ended activities and learning areas

- Links between the inside and outside
- Pockets of learning areas

Outcome

- Added to tyres for rolling and active play
- Front of the cubby house has been removed to develop different play areas
- Added pipes to the outdoor area to develop children's problem solving and investigation skills
- Propagating plants and Growing vegetables
- Created a nature table – children are encouraged to add and investigate items on the table
- Purchased curved shelving to display items from outside
- Started a consult process – “Magic Wand” for ideas to improvement and develop the outdoor area
- Plan for stage one developed and implemented.
- Mud Kitchen area and digging patch created

Future Direction

- Consultation process with families in 2016 to continue to develop the outdoor area
- Focus on teaching respect for the outdoor environment.

QA 3 Element 3.3.1

Sustainable practices are embedded in service operations.

What outcome or goal do we seek?

- Staff and children have a deep understanding of sustainable practices
- All activities are reflected if they are sustainable and support the environment.

Outcome

- Collecting and using natural materials at Kindy
- Donation of boxes and craft material from families.

Future Direction

- Futures focus on and to develop staff and children understands of sustainable practices in the Kindy.

QA 7 Element 7.2.2

The performance of educators, coordinators and staff members is evaluated and individual development plans are in place to support performance improvement.

What outcome or goal do we seek?

- Continuous cycle of performance and development
- Regular Performance meetings with all staff – document and feedback provided

Outcome

- Intense Performance Management process for the teacher
- Development of a continuous reflective cycle against the Professional Standards for teachers.
- Regular feedback and meetings with the teacher
- Early years Instructional rounds implemented with other Early years Leaders
- Moving the teacher from Graduate to Proficient through Training and Development, work showing, support, regular feedback and employing another teacher to support the teacher.

Future Direction

- Instructional round with other Early Years Leaders focused around the Empowering Local Leaders Program
- Continual focus on Performance Management with all staff.

Preschool Literacy and numeracy Indicators Familiarisation year

- In early term 4, we had a student free day for all staff to attend the Early Years Conference on Familiarisation of the Preschool Numeracy and Literacy Indicators and Results Plus – Numeracy and Literacy Improvement.
- Term 3 and 4 meeting with Results Plus – Early Years Consultant to complete preschool rubric and reflect on current practice.
- Involvement in an Early Years Partnership Instructional Rounds process and Empowering Local Learners (focus on Numeracy). This data is fed back to the Partnership to develop an insight into improvement areas of practice.
- Presented information to staff in relation to Results Plus graphs depicting information related to the four expectations of Results Plus including track and monitor every learner's growth, have a numeracy and literacy improvement cycle, enact changes in pedagogical practice and identify and enact intervention processes. As a result, there was a shift in practice in the following areas setting up an informative and user-friendly way to collect data on children. We will be able to track and monitor every learner's growth. We are in the process of developing a numeracy and literacy improvement cycle with all staff, ready for implementation in 2016.
- Focus on the development of common language amongst staff – learning processes, indicators and key elements.

Future Direction

- Track and monitor every learners' growth
- Numeracy and Literacy Improvement cycle
- Continuously reflect on pedagogical practices.

5. INTERVENTION AND SUPPORT PROGRAMS

Preschool Support Program
Speech and Language
Term 1 = 3 children = 11 hours
Term 2 = 8 children = 8 ½ hours
Term 3 = 11 children = 24 ½ hours
Term 4 = 11 children = 24 ½ hours

Preschool Support Hours were allocated each term to individual children with disabilities and/or developmental delays. This enabled effective programs to be developed and implemented to facilitate learning and development of areas requiring strengthening. The Speech Pathologist and Disability Coordinator worked closely with educators to provide clear guidance for those children with delays in speech and language skills and behaviour concerns. This intervention has improved individual children's language and speech development and has supported children receiving preschool support funding to understand how to deal with different situation.

6. STUDENT DATA

6.1 Enrolments

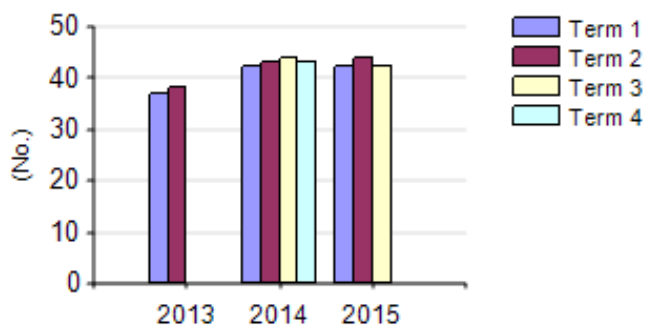


Table 1: Enrolments by Term

Enrolment by Term				
2013	37	38		
2014	42	43	44	43
2015	42	44	42	

Based on person counts in the two week reference period each term.

Excludes pre-entry.

Source: Preschool Data Collection, Data Management and Information Systems

Our enrolments throughout the year for the year have remained very steady with a small increase from several families transferring from another Preschool in the local area.

6.2 Attendance

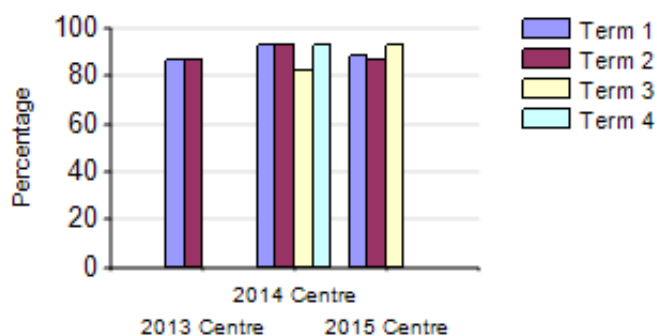


Table 2: Attendance Percentages 2013 - 2015

Attendance Percentage				
Year	Term 1	Term 2	Term 3	Term 4
2013 Centre	86.5	86.8		

2014 Centre	92.9	93.0	81.8	93.0
2015 Centre	88.1	86.4	92.9	
2013 State	88.7	88.0		
2014 State	90.0	88.9	86.1	87.1
2015 State	90.5	88.5	86.3	

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

Our attendance percentages for Term 1 was below the state average, however over the last years we have maintained a consist level of attendance for Term 1. Term 2 there was a small decrease in attendance, due to illness and several families taking holidays during the data collection weeks. Term 3, our attendance was higher than the state average. This may have been due to the different activities and excursions on offer during term 3. Also in term 3, we started a transition/orientation program to school and families felt their child needed to attend this session which showed an increase in the overall attendance in term 3.

Although preschool is not compulsory for enrolment, once a child is enrolled, we do expect 100% attendance for continued learning, socialization and as a regular patterned event

6.3 Destination – Feeder Schools

Feeder Schools				
Site number - Name	Type	2013	2014	2015
1481 - Stirling North Primary School	Govt.	100.0	100.0	100.0
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.

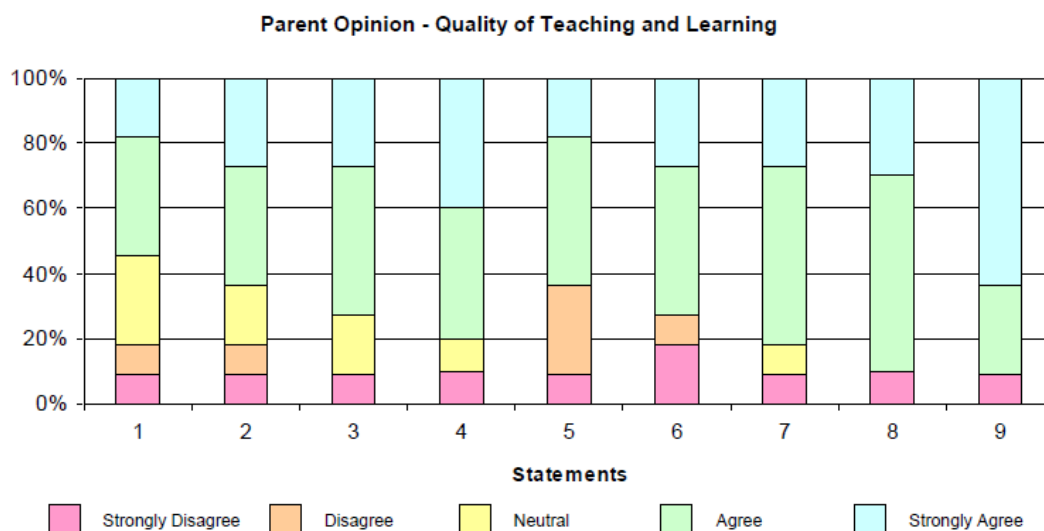
Due to rounding totals may not add up to 100%.

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 the last three years will attend Stirling North Primary School in 2016. Parents often enroll their children at Stirling North Childhood Services Centre so they can form friendships before they start school. Data also indicates that no families chose to enroll their children in other Schools within the Port Augusta/ Quorn region within 2013, 2014 or 2015

7. CLIENT OPINION

A hard copy of the Parent opinion survey and was handed out to all families. They had the option of completing the paper base copy or completing the survey online. Out of 42 families, only 11 families responded.



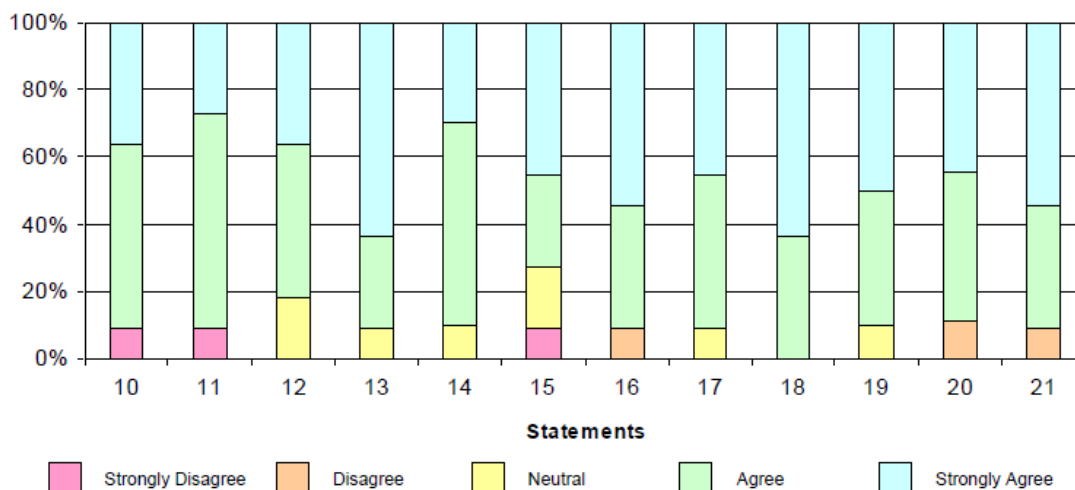
No.	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Responses
1	I think my child receives high quality teaching at this preschool.	9%	9%	27%	36%	18%	11
2	My child's teachers know what my child can do and what he/she needs to learn.	9%	9%	18%	36%	27%	11
3	This preschool has the expectation that children will learn.	9%	0%	18%	45%	27%	11
4	Teachers are enthusiastic in their teaching.	10%	0%	10%	40%	40%	10
5	I am satisfied with the learning programs offered at my child's preschool.	9%	27%	0%	45%	18%	11
6	My child's teachers clearly inform me about the learning program.	18%	9%	0%	45%	27%	11
7	My child's teachers make learning interesting and enjoyable.	9%	0%	9%	55%	27%	11
8	Teachers at this preschool really want to help my child learn.	10%	0%	0%	60%	30%	10
9	The preschool has an excellent learning environment.	9%	0%	0%	27%	64%	11

The parent opinion survey reflects the individual feelings of families. This year we there were concerns around the teacher who was employed as the fulltime teacher. This did affect the programs delivered within the preschool setting. All staff did work together to support the teacher to ensure children's learning was not compromised.

Action

- In 2016, continual focus on ensuring a high quality program is delivered to ensure the highest possible learning environment for all students.
- Parent information session and notes to ensure parent are well informed at what is happening at the Kindy.
- Fortnightly program available for families to comment on and add their voice.

Parent Opinion - Support of Learning



No.	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Responses
10	My child is motivated to learn at this preschool.	9%	0%	0%	55%	36%	11
11	My child's teachers provide help and support when it is needed.	9%	0%	0%	64%	27%	11
12	My child has access to quality materials and resources that help him/her to learn.	0%	0%	18%	45%	36%	11
13	My child is happy at this preschool this year.	0%	0%	9%	27%	64%	11
14	My child would receive support for any special needs he/she had.	0%	0%	10%	60%	30%	10
15	The preschool changes its programs and activities to improve student achievement.	9%	0%	18%	27%	45%	11
16	Children know how they are expected to behave at preschool.	0%	9%	0%	36%	55%	11
17	Teachers at this preschool treat my child fairly.	0%	0%	9%	45%	45%	11
18	This preschool provides a safe and secure environment.	0%	0%	0%	36%	64%	11
19	Children have enough materials and resources for their learning.	0%	0%	10%	40%	50%	10
20	This preschool has information available about other support agencies within the community.	0%	11%	0%	44%	44%	9
21	This preschool encourages children to have a sense of pride in their achievement.	0%	9%	0%	36%	55%	11

Reflecting back on the Parent's comments

Fantastic team of support/ECW's. Welcoming + nurturing environment.

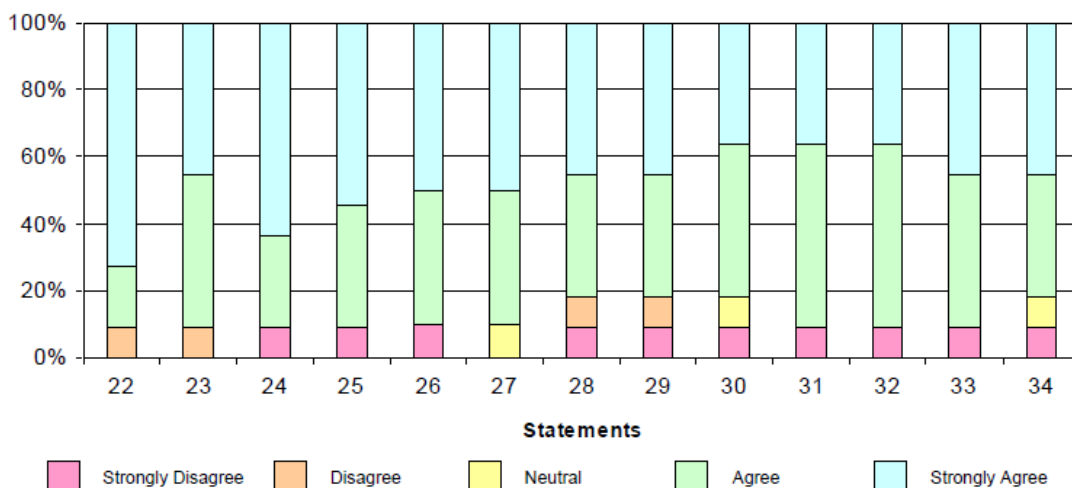
I have found in our preschool the support workers are more supportive and more helpful with my child's needs

The Early Child Worker (ECW) and the Preschool Support (PPS) worker both worked hard at developing relationships with families due to the limited ability of the teacher to form relationships with families. This is reflected in the positive comments and solid relationship the ECW and PPS person has with families.

Action

- Staff to develop relationship with all families and be involved in the communication with families.

Parent Opinion - Relationships and Communication



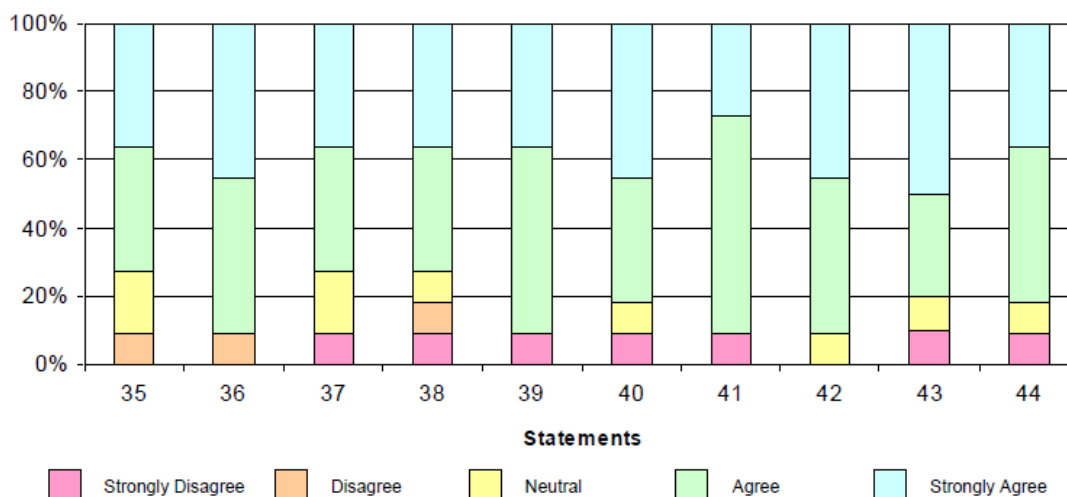
No.	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Responses
22	I feel welcome at this preschool.	0%	9%	0%	18%	73%	11
23	This preschool assists the development of my child's personal and social skills.	0%	9%	0%	45%	45%	11
24	I am comfortable about approaching my child's teachers to talk about his/her progress.	9%	0%	0%	27%	64%	11
25	I am given opportunities to have a say in matters about this preschool.	9%	0%	0%	36%	55%	11
26	There is a broad variety of communications that inform me about this preschool.	10%	0%	0%	40%	50%	10
27	Children from all backgrounds and cultures are treated fairly at this preschool.	0%	0%	10%	40%	50%	10
28	The staff always listen to what I have to say about my child's development and needs.	9%	9%	0%	36%	45%	11
29	I receive helpful information about my child's progress and achievement.	9%	9%	0%	36%	45%	11
30	This preschool provides opportunities to discuss my child's progress.	9%	0%	9%	45%	36%	11
31	I am well informed about preschool activities.	9%	0%	0%	55%	36%	11
32	I believe that if I have concerns or suggestions, the preschool would respond appropriately.	9%	0%	0%	55%	36%	11
33	I am encouraged to be involved in the preschool in all kinds of ways.	9%	0%	0%	45%	45%	11
34	Teachers let me know how well my child is doing.	9%	0%	9%	36%	45%	11

Throughout the year, parents were encouraged to have their say about the Kindy in a variety of ways. All families were invited to be a part of the Governing Council; we had seven parents take this offer up. This small group of parents was a dynamic team and supported the Kindy in all the developments. We ran a magic wand process over a period of term, to enable all families to have their voice heard. Which each family was given a magic wand to write on what they would like to see and changes they would like implemented into the program. We did there same process with all the children. We had very limited response from families; even though all families were encouraged to have a voice.

Action

- Continue to encourage families to be a part of the decision making process.
- Develop different and effective ways to communicate with families.

Parent Opinion - Leadership and Decision Making



No.	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Responses
35	This preschool is well organised this year.	0%	9%	18%	36%	36%	11
36	I have confidence in how the preschool is managed.	0%	9%	0%	45%	45%	11
37	I believe there is effective educational leadership within the preschool.	9%	0%	18%	36%	36%	11
38	The preschool seeks parents' opinions about educational programs.	9%	9%	9%	36%	36%	11
39	I am given the opportunity to be involved in the preschool's educational activities.	9%	0%	0%	55%	36%	11
40	The preschool is always looking for ways to improve what it does.	9%	0%	9%	36%	45%	11
41	Parents are invited to participate in decisions about their child's education.	9%	0%	0%	64%	27%	11
42	Parents have the opportunity to be involved in the development of school plans through the Governing Council.	0%	0%	9%	45%	45%	11
43	The preschool includes parents and community in decision making.	10%	0%	10%	30%	50%	10
44	Overall, I am satisfied with the preschool's planning.	9%	0%	9%	45%	36%	11

Being in a new site that was only 12 months old at the beginning of the year, the building and the set up of the preschool was still having some teething problems. As a new Director to Stirling North Childhood Services Centre, I worked hard at developing and maintaining relationships with families.

Action

- Include parent’s voice and opinions in the Educational program.

8. ACCOUNTABILITY

All staff, Governing Council members and volunteers meet the requirements of having a police check. All police checks are sighted by the Director to ensure meets all the requirements.

<http://www.decd.sa.gov.au/docs/documents/1/RelevantHistoryScreenin-1.pdf>

9. FINANCIAL STATEMENT

	Funding Source	Amount
1	Grants: State	\$34,371.43
2	Grants: Commonwealth	
3	Parent Contributions	\$13,326.50
4	Other	\$9784.70