Saddleworth Early Learning Centre
Annual Report
2015

OUR VALUES ARE:

Honesty  Respect  Happiness  Trust  Fun
Learning  Knowledge

Through high quality teaching and care in a supportive environment, we engage every child enabling them to reach their potential.
1. CONTEXT

Preschool Name: Saddleworth Early Learning Centre
Preschool Number: 6672
Preschool Director: Fiona Traynor
Partnership: Lower Mid-north

Saddleworth Early Learning Centre is located in the township of Saddleworth, next to Saddleworth Primary School. Children attending our kindergarten come from a large geographical area including the districts of Saddleworth, Auburn, Manoora and Marrabel. Some of our families travel 30kms to access our kindergarten.

During 2015 all eligible preschool children were entitled to 15 hours of preschool per week under the Universal Access Program. To encourage regular attendance and support we continued to offer 5 full days per fortnight.

- Week 1 – Monday and Wednesday
- Week 2 – Monday, Wednesday and Friday.

Our 2015 funding entitled us to a 0.5 director, Fiona Traynor, and a 0.5 early childhood worker, Jayne Tilley. Due to a large number of children with specific needs accessing the Preschool Support Program, and the allocation of additional kindergarten funds, we employed Helen Behn. Fiona and Helen were contracted to provide the additional sessions under the Universal Access Program.

Barbara Germein, the permanent Director at the kindergarten was on long service leave for term 1. This resulted in Fiona Traynor being appointed as Acting Director. Barbara announced her retirement at the end of term 1 and Fiona was appointed as the Director for the remainder of the year.

2. REPORT FROM GOVERNING COUNCIL

Firstly, I would like to say a huge thank-you to all the staff and parents who attended any of our Governing Council meetings throughout 2015. We were just a small group, but we got the job done, and I really enjoyed our meetings and catch-ups. It is great to play an active role in your child’s education, and I would totally encourage any parent to become involved and join the committee.

We were fortunate enough to maintain the same fantastic staff for the whole year. As Barbara was on leave for Term 1 and then later in the term we heard of her retirement, it could have been quite an unsettled year. However, we were lucky enough to have Fiona cover Barbara’s leave in Term 1 and also win the role to continue in the Director’s position for the remainder of the year. Not only was this stability great for the children and their families, but the way Fiona didn’t skip a beat, despite the uncertainty of it all, and handle it with such confidence and positivity, is a credit to her. Plus we had the continued staffing of both Jayne and Helen for the whole year, which helped immensely with the Centre to continue to run smoothly. Their experience and continuity at the centre was priceless, not to mention their happy presence and organised practices.

We had 13 children enrolled at the Kindy for the year, which was a great little group. From this group, we had 4 of the families represented on the Governing Council. A big thank you to Kerry Heinrich, our Secretary, Skye Boxall, the Playgroup Rep and also Hazel Vandeleur and Jessica Crane for being on the committee.

Throughout the year we carried out a few fundraising projects. We participated in the ‘Kyton’s Bakery Drive’ at Easter time, and raised around $150 (a special thank-you to Jayne for organising!). We also held a ‘Chef’s Toolbox’ demonstration at the Centre in July, which Kerry Heinrich hosted really well, it was well attended and we raised over $800 from this! Again a special thanks to Kerry for all her time and effort as well as those who attended and all the families who donated prizes for our raffle. At the end of the year we again distributed the ‘Toy Catalogues’, where we raised around $400 for the centre to then spend on educational toys. So overall, despite only having a small group on our committee, I believe we had a successful fundraising year.
In September the children went on an excursion on a bus, around the area, which I feel was a real highlight. They went to 3 local farms and also Auburn Primary and Manoora Primary Schools. Although the cost of the bus was around $400 for the day, I believe this was so valuable for the kids, to not only visit some local farms and homes, but also to visit the other feeder schools, especially for those children who now attend school at Auburn and Manoora! They had an absolute ball.

As mentioned earlier, Barbara Germein retired early in the year. A special thanks to Barbara for all her dedication over the years to this centre and all the children who went through during that time. We asked for letters of thanks from past students/families in the district, which Fiona, Jayne and Helen then collated and presented to Barbara later in the year. Farewell and all the best to Barbara.

Late last year and early this year, I represented the Kindy on the Pre-School Director Panel, to select the new Director for SELC. I am so pleased that Fiona won this position for the next 5 years, and I am confident to say the centre is in good hands. Well done Fiona and all the best.

Overall I believe the education and support our children received at SELC is second to none. The staff's dedication to provide a safe, friendly and fun environment for the children is amazing, yet still meeting all the educational requirements in a play-based, fun manner, is fantastic. Also the communication between staff and families is so open, which is great for all families, especially those new to the educational system. I feel so fortunate to have been able to send all of my three children to this Kindy, it is the ideal centre to prepare our children for the transition to school, and I feel privileged to have been involved in the Governing Council for each one of them. All the best for this year's new Governing Council….

3. HIGHLIGHTS 2015

There were many highlights for 2015! Reflecting on the year, we feel very fortunate to have worked with a group of children and families who supported the kindergarten; the children's learning and wellbeing; and, each other. What a wonderful place for children to learn and play; a wonderful place for educators to work; and, a wonderful, trusting environment in which families can feel secure knowing their children are in safe and caring hands.

Some of the special things we did during 2015 include:

*Monthly visits to Saddleworth Community Library.* We would walk to the library, observing the happenings in the town as we went and the changes to the area during the different seasons. At the library, we would be read to by Catherine, the librarian, then participate in some songs. Back at kindy, we would talk about the books read, and follow up with an art experience which the children took home to share with their families.

Catherine also visited us during Book Week.
Excursion of the local area, feeder schools and the Black Springs Wind Farm. To further develop our focus on “Sustainability and alternate energy sources” we organized a full day excursion. We left kindy and drove to Jack’s house where his Dad talked to us about farming – growing crops and raising sheep. We then headed to Auburn Primary School where 3 of our children would be attending the following year. A song and a chat in Mrs Croughan’s junior primary class, then morning tea and a play on their playground. We then headed to Heath’s farm where we saw some tractors, a header and a Manitou in use. Next we visited Manoora Primary where 1 child would be attending in 2016. We then stopped at Emmison’s farm where we saw lots of animals and a shed being erected. Next stop was the Black Springs Wind Farm. Emmison’s mum had organized access to the base of the wind towers. They were huge and noisy and it was cold up there! It was a very windy day so we changed our lunch plans and stopped at the Waterloo Playground where the children ate lunch, chatted with the parents who had joined us and had a play. We returned to kindy happy and exhausted!

Breakfast at kindy. What fun this annual event is! The children arrived in their pyjamas with their night-time teddy or snuggly. Mrs Tilley, Helen and Fiona cooked and served pancakes, eggs, toast and milo. After lots of eating, the children brushed their teeth, changed their clothes and packed their bags.

Joining in Saddleworth Primary School’s Sports Day. The kindergarten children were invited to visit the primary school to see Sports Day in action! We were also invited to run a race. To the cheers of students, staff and parents the kindy children raced their way along the oval.
4. QUALITY IMPROVEMENT PLAN

During 2015, staff and the Governing Council undertook a fast-tracked self-review process which lead to the development of the Quality Improvement Plan (QIP). Priorities included those recommended by Barbara Germein based on reflection and evaluation from 2014, as well as priorities identified by the new staff team and Governing Council in 2015.

The QIP is viewed as a working document which is regularly reviewed and constantly evolving.

Below is a snapshot of our progress in the areas we chose to focus on during 2015.

### Quality Area 1: Educational program and practice

#### Outcome 1: Improved accessibility and sharing of information with families about their child’s progress.

**Achievements:**
- Changes were made to the content of the Learning Portfolio’s based on conversations with other preschool staff, Governing Council and parent feedback.
- Statements of Learning were discussed during the term 2 interviews and included in the Learning Portfolio’s given to parents and schools in term 4.
- Staff discussed the purpose of data collection and how best to use this to inform planning.

**Recommendations for 2016:**
- Due to the space issues encountered during 2015, a priority for 2016 will be for staff to make an inviting and accessible space to keep children’s portfolios.
- Statements of Learning to be given to parents at the end of each term – possibly a copy.

#### Outcome 2: Manageable planning processes that demonstrate the assessment of each child’s learning and development as part of an ongoing cycle of planning, documenting and evaluating.

**Achievements:**
- 10 parents met with the Director for an interview in term 2. Feedback was very positive. Some Parent Opinion surveys stated that parents would like to meet with the Director twice per year.
- Educators changed the curriculum planning procedure a number of times during 2015, resulting in a plan that link clearly and easily with the EYLF.

**Recommendations for 2016:**
- Focus on demonstrating the link between the children’s learning and the EYLF.
- Investigate ways to communicate children’s learning to families.

### Outcome 3: To improve all children’s oral language skills.

**Achievements:**
- Undertook speech and language assessments for all children in term 1.
  - 4 children referred for speech and language support.
- Analysed each child’s TROLL data and determined areas of weakness for each child.
- Reviewed current Oral Language development strategies to ensure they cover all aspects of TROLL.
- Developed Individual Learning Plans for every child according to current needs of each child.
- Employed an ECW for additional hours in terms 1 and 2 to support intervention programs for targeted children.
- All children demonstrated improvement using the TROLL tool.
- Our observations and data collection determined our focus for individual children and for the group as a whole.
- Educators were involved in a PLC which focused on children’s oral language and the Indicators for Preschool Literacy.
Outcome 4: To improve numeracy outcomes for all children.

Achievements:
- All staff modeled the use of appropriate numerate language and explicit teaching of words.
- Resources and materials were placed in all areas of the kindergarten to encourage children to represent their ideas and work numerically eg clipboards, pen, paper, rulers in the construction room along with blueprint posters.
- Staff performance development on the Indicators for Preschool Literacy and Numeracy.
- Staff began collecting data and observations on children’s numerical development against the Indicators of Preschool Numeracy. We reported to parents using this information during term 2 interviews, as well as to parents and schools in term 4.
- Staff noticed an increase in children demonstrating mathematical understanding in their play.

Recommendations for 2016:
- The Director to seek feedback with feeder schools regarding the usefulness of our reporting.
- Staff to focus on integrating numeracy in all aspects of the preschool curriculum.

Outcome 5: To ensure all children have foundational skills and dispositions to set them up for lifelong learning.

Achievements:
- Continued strengthening of partnerships with feeder schools, playgroup and Family Day Care through termly phone conversations, regular email correspondence, visits by the Director and the children on an excursion.
- Improved sharing of information about programming for children’s learning with all parents.
- Staff attendance at Learning Dispositions Professional Development.
- Staff focus during staff meetings on Learning Dispositions.
- Statements of Learning included a paragraph on the child’s Learning Dispositions.

Recommendations for 2016:
- Promote the importance of Learning Dispositions to all families and to feeder school staff.
- Staff to focus some observations each term on learning dispositions.

Quality Area 2: Children’s health and safety

Outcome 1: All children are effectively supervised at all time.

Achievements:
- Staff: child ratios exceeded at all times.
- Change of structures and times for allocating areas of supervision to staff.

Outcome 2: Improved safety and wellbeing of children.

Achievements:
- All staff have updated their RAN training.
- The Director updated her Child Protection Curriculum training.
- Focus on wellbeing of children through completing a Wellbeing Audit in terms 1 and 4.
- Improved communication between kindergarten staff and support agencies such as private speech therapists, psychologists, Families SA staff.

Outcome 3: Children are protected from harm and any hazard likely to cause injury.

Achievements:
- Undertaken regular safety checks of buildings, equipment and the general environment.
- Hot food procedures developed by staff and put into place. Purchased leak-proof and spill-proof insulated mugs for hot drink consumption.
Outcome 4: To make visible and accessible health care plan information especially to relief staff.

**Achievements:**
- Children with health care needs have a photo displayed in the kitchen with detailed information written on the back of the photo.
- Health needs of children explained to relief staff by the Director prior to relief days.

Quality Area 3: Physical Environment

Outcome 1: Sustainable practices are embedded in the daily functioning of the centre.

**Achievements:**
- Staff reviewed utilities spending and discussed how we might reduce usage in these areas.
- Strategies were put into place such as turning out lights when no-one is present in the room, limiting the use of the air conditioner/heater whilst maintaining a level of comfort, and monitoring the use of water.
- It was determined that many aspects such as the telephone and electricity companies used cannot be changed to DECD commitments.

Outcome 2: Children are supported to become environmentally responsible and show respect for the environment.

**Achievements:**
- Curriculum focus on sustainability that ran throughout the year.
- Excursion to the Black Springs Wind Farm to learn about alternative energy sources.
- We established and maintained a worm farm. During snack and lunch times we have 2 scrap buckets – one for the worms and one for rubbish. The children discussed what sorts of things should go in which bucket. This was an ongoing conversation throughout the year. The children took responsibility for feeding the worms.

**Recommendations for 2016:**
- Further this area in 2016 by incorporating the principle of permaculture in the curriculum.

Quality Area 4: Staffing Arrangements

Outcome 1: Staff explore the Reggio Emilia Approach

**Achievements:**
- Attendance at Professional Development by the Director.
- Staff discussions at staff meetings.
- Review of materials and resources to reflect the ethos of the educational project of Reggio Emilia.
- Focus placed on displaying materials and resources for children in a way that reflects the ethos of the educational project of Reggio Emilia.
- Subscription to Reggio Emilia Information Exchange Australia.

Quality Area 5: Relationships with children

Outcome 1: A smooth, meaningful preschool experience occurs for children with special needs.

**Achievements:**
- This was an area in which we feel we excelled during 2015.
- Improved and regular communication with all support agencies involved with children with special needs.
- Families and support services involved in the development of children's Individual Learning Plan. A focus here on ensuring we are all ‘on the same page’.
- A timely and smooth transition program implemented to support children with special needs.
Outcome 2: All children are supported to ensure they feel safe when at preschool.

Achievements:
- Due to the high number of children with special needs at the kindergarten this year, we placed emphasis on ensuring the wellbeing of all the children.
- The children and their families are to be commended for the way they worked together and supported each other. This is an aspect that we are particularly proud of.
- Procedures were put in place to ensure the safety of all children at all times of the day, during difficult moments and as a follow up to these difficult moments. Supervision of children was looked at and changed accordingly as were staff breaks, lunch time procedures and group time procedures.

Outcome 3: Educators support children’s learning dispositions.

Achievements:
- Staff believe strongly in the importance of fostering Learning Dispositions in all children. Staff attended professional development as well as making this a regular topic of conversation during curriculum planning sessions.
- Learning Dispositions were reported on in the children’s Statements of Learning.

Recommendations for 2016:
- Focus on providing information to families about Learning Dispositions.

Outcome 1: Inclusion of family input into our curriculum and into children’s learning snapshots.

Achievements:
- Curriculum planning ‘wall map’ which was displayed in an accessible area and allowed for families to include their comments and ideas.
- Daily discussion with families and the incorporation of relevant aspects of these discussions in planning.
- Focus of the children’s parents’ job – photographs and information.

Indicators of Preschool Literacy and Numeracy Report

There was a commitment by staff to trial reporting to parents and feeder schools using the Indicators of Preschool Literacy and Numeracy. Results Plus funding enabled the release of the Director to meet with other sites for professional development as well as time to develop resources for recording and reporting using the Indicators. Staff undertook their own professional development with the establishment of a PLC and the Indicators being a regular staff meeting agenda item.

5. INTERVENTION AND SUPPORT PROGRAMS

During term 1 2015 each child participated in a DECD Speech and Language assessment. Assessment results, staff observations and parent concerns were used to identify children needing referral for preschool support or perceived as benefiting from participation in an early intervention program. During 2015, we had three children receiving preschool support for severe speech and language delay. The Preschool Support Funding allocated to support these children equated to 3 hours per week. In addition to this, we had one child with Autism and Global Developmental Delay who received 6 hours of Preschool Support Funding each week. Centre funds in terms 1 and 2 enabled us to increase the hours of the Preschool Support Worker so there were 3 staff members employed on all teaching days. This enabled staff to work individually with all children, providing a very successful Early Intervention Program.

The children diagnosed as having a severe speech and language delay all showed improvements as measured on the Speech and Language screening assessments undertaken in terms 1 and 4 by
kindergarten staff, and the assessments undertaken by our DECD Speech Therapist. In addition to this, the children were able to be understood more often and more easily by staff, peers and visiting adults.

Due to the lower enrolment numbers, a need in the community, and referral from outside agencies, we were able to offer an Early Entry Program which was accessed by three children.

6. STUDENT DATA

6.1 Enrolments

Chart 1: Enrolments by term
Total Enrolments 2013-2015

<table>
<thead>
<tr>
<th>Year</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>6</td>
<td>9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td>11</td>
<td>13</td>
<td>13</td>
<td>13</td>
</tr>
<tr>
<td>2015</td>
<td>14</td>
<td>14</td>
<td>14</td>
<td>14</td>
</tr>
</tbody>
</table>

Based on person counts in the two week reference period each term.
Excludes pre-entry.
Source: Preschool Data Collection, Data Management and Information Systems

6.2 Attendance

Chart 2: Attendance by term
Attendance percentages 2013-2015
Table 2: Attendance Percentages 2013-2015

<table>
<thead>
<tr>
<th></th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>DECD</td>
<td>88.7</td>
<td>88.9</td>
<td>86.1</td>
</tr>
<tr>
<td>SELC</td>
<td>100</td>
<td>78.6</td>
<td>92.9</td>
</tr>
</tbody>
</table>

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

**Analysis:**
The families accessing our service during 2015 had a strong commitment to attendance. Families contacted the centre to notify staff that they would not be attending and why.
Reasons for non-attendance in 2015:
- Two children not accessing the 15 hours of preschool entitlement
- Illness
- Family holidays
- Appointments
- Once child who had irregular attendance due to a range of complex issues. Staff worked with the parent to increase attendance. Term 4 results significantly improved.

6.3 Destination – Feeder Schools

Table 3: Feeder School Percentage Data 2013-2015

<table>
<thead>
<tr>
<th>Site name</th>
<th>Type</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manoora Primary School</td>
<td>Govt.</td>
<td>22.2</td>
<td>28.6</td>
<td>7.7</td>
</tr>
<tr>
<td>Saddleworth Primary School</td>
<td>Govt.</td>
<td>66.7</td>
<td>42.9</td>
<td>61.5</td>
</tr>
<tr>
<td>Auburn Primary School</td>
<td>Govt.</td>
<td>11.1</td>
<td>21.4</td>
<td>23.1</td>
</tr>
<tr>
<td>St John’s Lutheran School</td>
<td>Non-Govt.</td>
<td>7.1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tanunda Primary School</td>
<td>Govt.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

Based on the percentage 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

7. CLIENT OPINION

Parent Opinion Surveys were distributed in term 4 2016. We received 8 from the 13 children enrolled. The survey results were very pleasing and encouraging.

Every question was answered with “Strongly Agree” or “Agree”.

Written feedback comments included:
“Teachers and Teachers Aids are very invested in providing customized learning gor the kids in a supportive environment – very positive!”

“All teachers ar kindy feel like family. My child has respect for all 3. I feel each is an individual who gives my child 3 different perspectives on responsibility, structure, caring yet all have the same common purpose of learning/developing.”
"I feel ‘our’ kindy teacher has a passion towards developing all the children’s abilities. She has nurtured all kids in ways they individually required gaining their confidence and respect. I see an enthusiastic, happy group of children."

“Very happy with Fiona, Jayne and Helen – they work very well together each bringing a different element to the ELC.”

8. ACCOUNTABILITY

Governing Council passed a motion that kindergarten funds would cover the cost of DCSI screening for Governing Council members and the Playgroup Coordinator. All required DCSI clearances were completed.

9. FINANCIAL STATEMENT

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Grants: State</td>
<td>$0</td>
</tr>
<tr>
<td>2 Grants: Commonwealth</td>
<td>$0</td>
</tr>
<tr>
<td>3 Parent Contributions</td>
<td>$3455</td>
</tr>
<tr>
<td>4 Other - fundraising</td>
<td>$1027.05</td>
</tr>
</tbody>
</table>

End of Year Profit and Loss Statement included as appendix.