



Rendelsham Preschool 2017 Annual Report to the Community



Government
of South Australia

Department for Education
and Child Development

Rendelsham Preschool Preschool Number: 6561

Partnership: South East Coast & Vines

Name of Preschool Director:

Jennifer Smibert

Name of Governing Council Chair:

Amy Chambers

Date of Endorsement:

Thursday February 20th 2018

Context and Highlights

Rendelsham Kindergarten is a small rural kindergarten situated on site at Rendelsham Primary School. We are part of the Mt Gambier/Coast and Vines portfolio. We deliver a range (3) of high quality Early Childhood Learning Programs for families in our small communities- '4 Year Old Kindy', '3Year Old (Associated)Program' and 'Weekly Playgroup'. Rendelsham Kindergarten maintains the highest possible rating of 'Exceeding the National Quality Standard' across all 7 Quality Areas in the NQS Assessment. Both our 3 Year Old Program (long day) and Playgroup are keenly accessed by families to assist their Early Childhood Education and Care needs and early referrals. These together, help facilitate a smooth and seamless transition from birth through to school in play based programs.

Highlights;

- o Family/child involvement in our learning program – Excursion/outings, drama/music performances, Camp Out Day, Book Week celebrations, cooking experiences, Camp Out Day, fire truck visit, sewing, book sharing, snakes visit, Celebrations of Learning (100% attendance) Community Christmas Concert, keen family support and relevant quality contributions across learning program.
- o Learning improvement evident individually (data)
- o Transition continuous/seamless throughout 2017 enabling a very independent and confident cohort moving onto school.
- o High numbers of local families continue to access wide variety of flexible EC programs offered.
- o Enthusiastic, proactive and resilient Governing Council – consideration towards all families, the current and future of our district and succession planning.
- o Achieving 2017 QIP goals over the year, review/reflection practice develops planning to improve on through to 2018
- o Successful fundraising by families, support for using funds through community excursions/ outings/resource purchases to support improve children's learning in our kindy.
- o Successful and regular updating of Site Policies over the year.
- o Educators accessed a range of high quality professional development opportunities linked to site planning goals and supporting immediate improvements in our learning program. Strong connections and networks fostered improvements in development of Children's Learning Dispositions and play based learning across kindy and school.
- o Site participation (invited) in the 'Exceeding to Excellence' project for sites who have achieved 7/7 Quality Areas in National Quality Standards Assessment with a view of going beyond to Excellence.

Report from the Governing Council

Our Governing Council membership represents all 3 services provided by our kindy. We have had up to 12 active members at meetings during the year.

Amy Chambers, Kayla Chambers and Jess Clark took on office bearer roles ensuring another successful year.

Our finances were in good order at the start of the year, have been well maintained and used wisely throughout. At all times we have been closely in line with budget. This is pleasing. Jenny and Paula (as Director and Finance Officer) have reported regularly on key actions/learning programs which supported efficient, strategic kindy operations.

Fundraising has been an important part of our role (due to the small numbers of families) and I am pleased to report our Pie Drive was the biggest ever and our Christmas Toy Catalogue raised ????? We are pleased that our 3 Year Old Program (Associated Program) continues to maintain funds for its own operation. Fee money from all sources is used to provide high quality resources/materials for children's learning experiences 0-5 years focussing on Literacy/Numeracy learning.

We have successfully reviewed a number of Site Policies and completed safety checks/maintenance to ensure kindy physical environment meets NQS requirements - a safe place for all who access it.

We hoped to achieve some much needed repairs and maintenance to our external roof and rotting timber fascias. The prohibitive costs of necessary scaffolding have unfortunately delayed this. We maintain the hope that our application for funding, supported by our facilities manager, will be looked at favorably early in 2018 and that this work will be completed before winter 2018.

Our meetings are professional and welcoming (children and occasional afternoon teas). Our final 2017 meeting was conducted as a 'dinner meeting' attended by 10 members. Accessibility for all helps maintain high involvement by families.

Quality Improvement Planning

Reporting on 2017 Quality Improvement Plan

QA1 Children at Rendelsham Kindy developed into Powerful Learners. It was noted by school staff that our 2017 cohort demonstrated high levels of confidence, independence, and a true sense of agency with their own sense of control and responsibility for their learning. Educators supported children's individual strengths in our child centred, play based learning environment, utilising their current knowledge, ideas, interests, abilities and culture as the foundation of the program. Wondering and inquiry based learning became increasingly evident. Pre school Literacy and Numeracy Indicators are well embedded into our play based learning . Evidence of children's growth / learning, documented throughout the year, demonstrated in their learning folders and individual learning plans. Developing children's agency, encouraging their own choice and supporting children's learning dispositions helped to grow highly independent learners. 2018 saw an increased involvement in weekly transitions and shared play based learning opportunities with Rendelsham Primary School. This advantaged every child enabling important wider social interaction and engagement. Educator's strong relationships with and high level knowledge of children / families were key contributors to every child's growth / success during 2017.

Educator's professional learning in 2017 was targeted to enhance an improved play based curriculum and pedagogical change/improvement. Educators openness, curiosity and flexibility maximised opportunities for each child's learning. Achieving successful outcomes in relation to children's own effectiveness as communicators, their own identity and well being, their connection with community and overall confidence in their abilities.

Regular educator reflection and review processes revealed and encouraged a clear and timely progress towards effectively improving children's individual learning. These processes enabled targeted fine tuning as whole child perspectives were realised, discovered and responded to for learning improvement

QA2 Health and Safety requirements were met – regular emergency drills were held on site and with R.P.S., site policy updates were completed, development of a joint site Fire/Emergency Plan with RPS. Healthy Eating focus for children was implemented - evidenced daily at snack and lunch times.

QA3 Sandpit Shelter completed at the start of the year and appreciated by all who use it. Further trees were planted in our growing orchard. Building maintenance, painting plans currently paused as rotting timbers were exposed on two sides of our building. Facilities are now progressing this.

QA4 Staffing remains stable - low numbers of 4 yr old children. Director contract is now 'one year' - uncertainty remains re future of our site in its current form. Staffing remains as per 2017 through into 2018

QA5 Educators Relationships with children & families remain high level. NQS 2018 spot check report observed/noted high quality of these. Daily high quality child /educator interactions with each child (evidenced -reflect/review process)

QA6 Family involvement in both the learning program, their children's learning and operations of kindy is extraordinarily high. Interviews T3 were welcomed by majority of families and Celebrations of Learning well attended (100%). Relationships with local community -see 'Highlights' above.

QA7 Leadership. QIP planning and reviews completed by educators/G.C. Goal achievements evidenced and documented. High levels of Professional Development by educators positively impacted on learning improvement for children. Sound awareness in community of uncertain future for our current site model due to small numbers of children into future.



Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2015	5	6	6	6
2016	4	4	4	4
2017	4	4	4	4

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

Enrolments have been low for '4 year old kindergarten' children in 2017. In mid year (July) one additional child joined our cohort as an early entry child into kindergarten.
Our '3 year old' full day program has been well utilised by 9 children all regularly attending in Term 4 -high attendance levels in each program.
This goes well for an increase in '4 year old' kindergarten numbers for 2018 from 5 to 7 eligible enrollments.
The '3year old' full day program begins with x4 children enrolled in Term 1 and expected to increase to x7 children enrolled by Term 3 2018.
This will means we will operate close to site capacity in Term 3/4 (as per 2017).

Attendance

Year	Term 1	Term 2	Term 3	Term 4
2015 Centre	80.0%	100.0%	100.0%	91.7%
2016 Centre	100.0%	87.5%	95.9%	96.2%
2017 Centre	100.0%	100.0%	100.0%	
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

Attendance has been consistent and extraordinarily high throughout 2018. As above in Data collection weeks it was 100% all year. Absences are rare and demonstrate the high priority families place on their children's learning and being able to access our quality programs to support their learning improvement.
'3 Year Old Program' has been similarly high with a combination of up to 13 children present on Tuesdays during the second half of year.
Playgroup has been well attended each week with up to 8 local families regularly accessing this service for their babies and younger children in addition to our other site services. Both Playgroup and '3Year Old Program' afford educators a privileged opportunity to build key relationships/connections and early intervention strategies.
12 individual families accessed '4Year Old' and '3 year old programs.
5 additional families attended Playgroup.
10 Families chose to access multiple services (up to 3) offered over 4 terms by our site.)

Destination Schools

Feeder Schools (Site number - Name)	2015	2016	2017
0375 - Rendelsham Primary School	100.0%	50.0%	100.0%
9045 - St Anthony's Catholic Primary School	0.0%	50.0%	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

For the first time in a number of years, a full cohort of kindy children have moved on to Rendelsham Primary School. I believe our improved transition program and authentic weekly connections between two sites support the building of solid relationships. Both R.P.S. and R.K. jointly supported a strong community focus to create wider involvement of our communities across our sites. Parent involvement at kindergarten exceeds high level with 12 families represented on Governing Council and high family involvement in our learning program. This crucial involvement begins at kindy and continues to develop as children move on to school.

Client Opinion Summary

Client Opinion Survey

These were made available across our service for families who access/attend our 3Yr old and 4 Yr old programs. 12 surveys were sent to families and for the first time in many years the returns were low - down to 50% approx. The surveys covered the NQS 7 Quality Areas.

It has been very pleasing to observe/note of the x6 surveys returned, that families unanimously believe that (as indicated) across all areas of our site we provide high quality Early Childhood services to meet their needs.

Parents indicated 'Strongly Agree' across our Educational Program, Health and Safety, The Physical Environment, Staff, Relationships with Children, Relationships with Families and the Community and in Leadership and Management.

Of the overall 210 statements in answer to questions 209 were indicated as 'Strongly agree' . The one exception being for the QA2 (Health and Safety) statement 'Children are adequately supervised at all times' and this was indicated as an 'Agree'.

Unlike previous years families refrained from writing comments. This was unfortunate but we believe it may have been due to a general survey fatigue and the many opportunities families already have, in our setting, to contribute towards and develop their understandings of our whole site, its operations and how this benefits their children's learning.

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DECD Relevant History Screening

All staff (Director,ECW and part time Grounds Person) have current relevant History Screenings in place. Additional relief staff employed are required to show Authority to Teach/Authority to Work papers and are checked/sited/filed by Director before commencement.
No regular volunteers.

Financial Statement

	Funding Source	Amount
1	Grants: State	
2	Grants: Commonwealth	
3	Parent Contributions	
4	Other	Attached

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	Lisa Burman Playful Pedagogies embedded in our play based program. LDAM training supported educators to improve reflection/review and improve learning /individual planning for children. Site support for - 3 Year Old (Associated)Program enabled skill development improvement for younger children to develop/improve social skills, independence, communication, problem solving, curiosity,critical thinking skills, sound well being confidence and quality relationship building. Literacy /Numeracy Indicators embedded. Individual Learning Folders,Statements of Learning evidence this.	Each child's end of year 'Statement of Learning' demonstrated their learning growth and skill development.
Improved ECD and Parenting Outcomes (Children's Centres only)		
Improved outcomes for children with disabilities	x2 children were eligible to access and benefit from weekly support to implement their speech and language programs. Site budget funded an increase in this important work in addition to Support Services funding.	Two children receiving speech support were assessed before leaving to go to school. Both children demonstrated significant growth and improvement in their skills.
Improved outcomes for children with additional language or dialect	N/A	

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