



Resilience • Relationships • Respect

Central Yorke Early Learning Centre 2018 annual report to the community



Government
of South Australia
Department for Education

Central Yorke Early Learning Centre number: 6612

Partnership: Southern Yorke

Name of preschool director:

Grant Keleher (Principal)/Melissa Richards (Head of Early Years)

Name of preschool management committee chair:

Chris Rowe

Date of endorsement:

08/03/2019

Context and highlights

We started the year with 26 children enrolled in term 1, increasing to 28 in term 4.

Educators working with preschool children in 2018 were, Melissa Richards (Head of Early Years), Kerry Richardson (Teacher), Meagan Elsworth (Teacher), Joanne Rawlings (SSO), Tammy Wharton (SSO/Preschool support), Alain Parsons. (Preschool Support).

Rural Care Educators were, Rosemary Liebelt, Jasmine Stone, Tammy Wharton and Louise Staines. The Rural Care Program received an operational grant for the next 3 years to ensure this service is available to the community to access.

The Head of Early Years contributed to the School newsletter, using this as an opportunity to promote pedagogy and practice and to heighten the community's understanding. Articles, included our philosophy, play based learning, loose parts, supported playgroups, and nature play to name a few.

Playgroup was once again offered to families, through employing an SSO to facilitate playgroup on Friday mornings during term time. We welcomed Alain Parsons to the Early Learning Centre team. Playgroup was well attended and Alain developed an inviting and educational program for children and families to enjoy. Playgroup was integrated into the Rural Care program.

2018 was the second year of the Central Yorke School Amalgamation and was a year to continue to build onto the foundation built in 2017. Opportunities for greater collaboration were utilised. The ELC was included in whole school events such as Music is Fun, school photos, Pancake Day, Christmas on the Green and performing in the whole school musical production, "The Yeti Hunt." We continued to access the many resources and learning spaces on offer at the Maitland Campus including, the garden to plate area, the agricultural area, regular library visits, and the performing arts centre. Classes visited the ELC to share their learning and engage in science, technology and photography. There were also opportunities for children who had alternate timetables in the primary area to access play-based learning.

The ELC also went out and about in the community with local excursions. These included, travelling to Ardrossan for Gym Jams and a visit to the Kindergarten, Bush Kindy at Morgan's Scrub and an end of year movie at the Moonta Cinema to watch the movie, Small Foot. We also visited the Maitland Lutheran School to engage in their Jumping Jelly Beans program.

Report from the preschool management committee

Governed by Central Yorke School Governing Council.

The Parent Advisory Group are a sub-committee of the Central Yorke School Governing Council. The purpose of this group is to discuss relevant information or any issues which may arise from parents, families, staff, the Department for Education and the community in areas such as policies, centre development, maintenance, finance, curriculum and community involvement. Any applicable matters are then reported to the CYS Governing Council through the parent representative. There was also a representative from the CYS parents and friends committee who supported with fundraising. Meetings are held twice a term on a Monday afternoon.

Members for 2018 were, Belinda Wheare (Governing Council Parent Rep), Ali Palin (Parents and Friends Rep), Rebecca Smith, Paula Wegener and Mandy Davies.

Quality improvement planning

Educators reflected and identified a need to continue our journey of collaboration between staff to support further integration between the Rural Care and the Preschool programs. During our assessment in 2017, the assessor commented that she was unable to differentiate between rural care and preschool educators. In 2018 we decided to develop our quality improvement priority around continuing the journey of collaboration through the lens of pedagogy, consistent expectations, and aligning the documentation formats for assessment and reporting purposes. Our priority was, "For educators to work collaboratively to further integrate our services through the lens of continuity of pedagogy, pedagogical documentation and consistent expectations to support seamless transitions between rural care and preschool."

Our quality improvement journey was well supported by educators through creating regular joint programming times to intentionally plan for the various age ranges in the early learning centre. Programming books were developed to cater for the age ranges, Birth to 2 years, 3-5 years, 5-12 years to support children participating in both the rural care and preschool programs as well as after kindy/school care. Regular rural care meetings, preschool meetings and ELC meetings provided opportunities to review policies and procedures, centre routines, risk assessments, planning excursions and self-review processes as a whole team to develop common understandings and best practice.

Our work around the improvement priority was supported and strengthened through the Head of Early Years attending the Agile Leadership program with the Principal and also the Learning Design and Reflective practice program (LDAR).

Through the actions of our QIP, critical reflection has become embedded in our daily practices, professional conversations, documentation and programming and planning. We are reflective and evolving educators who are regularly reviewing our practices, programs and centre routines.

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2015	25	27	22	23
2016	20	21	21	24
2017	22	21	21	23
2018	26	25	25	28

NOTE: The data is based on person counts in the two week reference period each term. Excludes pre-entry.
Source: Preschool data collection, Data Reporting and Analytics directorate.

Enrolment comment

The increase of enrolments over the year was due to eligible 3 year olds accessing their 12 hours per week and early entry children accessing 3 hours in term 3 and 6 hours in term 4.

Attendance

Year	Term 1	Term 2	Term 3	Term 4
2015 centre	91.2%	90.1%	84.8%	87.9%
2016 centre	93.9%	81.9%	92.3%	87.3%
2017 centre	83.1%	85.4%	87.3%	84.1%
2018 centre	71.3%	91.2%		
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%	87.7%
2018 state	90.8%	88.7%		

Based on attendances recorded in the two week reference period each term. Data for eligible enrolments as described in the department's 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

Destination schools

Feeder Schools (Site number - Name)	2016	2017	2018
0761 - Central Yorke School	27.0%	26.0%	38.0%
9103 - Maitland Lutheran School	72.0%	73.0%	61.0%
Total	100%	100%	100%

NOTE: The data is collected in Term 3. It does not reflect actual schools enrolled in by exiting preschool children.
Source: Data Source: Site Performance Reporting System (SPER), Term 3 2018 collection.

Destination schools comment

By the end of term 4 there were 4 families undecided on which School their child would attend. It was pleasing that 2 of the 4 families chose Central Yorke School as their destination school.

Client opinion summary

The parent opinion survey was distributed to families in August. Families had the option of filling in a paper version of the survey or completing it online. There were 11 surveys completed out of the 25 families this was sent out to.

Responses were pleasing across the four main areas - Quality of Teaching and Learning, Support of Learning, Relationships and Communication, Leadership and Decision Making.
Majority of families indicated they agreed or strongly agreed with each of the statements under the four main areas.

Parent comments included:

I can't speak highly enough of the staff. They are very approachable and we appreciate all the small things that they do for every child.

We are very happy with the way the teachers are able to encourage independence and self-confidence.

Amazing staff - always enthusiastic and happy, my child is loving her time here!!

Again, I cannot speak highly enough of the staff. The environment is very supportive and open.

Would like to see more than just the end of term folders to see and hear a bout the progress of my child.

Parent/teacher interviews very valuable.

Answered I don't know about the cultural treatment of other kids only because I'm not a witness to other kids interaction with the teachers. I assume kids from all backgrounds are treated equally.

Seriously can't fault anything. It has been the best decision ever to send our daughter on a 3 hour round bus trip a day to attend.

Relevant history screening

Our 2018 practices remained of high standard. Our site remains compliant and all new temporary relieving teachers (TRT) are required to submit their clearance before teaching. In 2018, new Governing Council members obtained their screening clearances.

We monitor expiry dates and screenings through our DECD Screening Register.

Financial statement

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

2018 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2018 funding was used to improve the relevant department's standard of educational achievement outcomes (where applicable):*	Outcomes achieved or progress towards these outcomes:
Improved outcomes for numeracy and literacy	Used to employ SSO's in a small group setting. Used to purchase resources that have a focus on Literacy and Numeracy. Used to run Numeracy programs with families outside of a Pre School setting so they could support our students learning at homes.	greater engagement from families within the ELC. Students confidence with literacy and numeracy improved.
Improved ECD and parenting outcomes (children's centres only)		
Improved outcomes for children with disabilities	Employment of SSO's for 1:1 care and intervention.	Parents reported better child wellbeing NEP goals were achieved. Increase in literacy and numeracy skills.
Improved outcomes for non-English speaking children who received bilingual support	Employment of SSO's to provide 1:1 support as well as small group oral language intervention.	Improvement in Oral Language and SBM across the cohort

* The department's standard of educational achievement is defined as children and young people progressing and achieving at or above their appropriate year level.