Context

Preschool Name: Highbury Preschool  Preschool Number: 4622
Preschool Director: Marnie Hillier  Region: Northern Adelaide

Highbury Preschool has offered fulltime sessions of Kindy for eligible families for the year. With the introduction of the Same Start Day Policy, we also structured our program to be able to invite children commencing Preschool in 2014, to attend for regular Orientation visits. This has been managed according to our Regional Priority of Access Guidelines.

Funded Occasional Care has continued to be a popular program for families, with four sessions per week available, with families being able to access places approximately once a fortnight for three year old children and once every three weeks for two year olds.

Quality Improvement Plan

Through on-going processes developed by the staff team, we had identified areas for improvement from our Quality Improvement Plan (QIP) from 2012, that were then documented on our QIP fro 2013. We found that for some of these we were able to make progress quite quickly, but for others we required more time or funds, to be allocated towards them. We also experienced some challenges presented to us in relation to inconsistencies in our Educator staffing, with relief and short term positions being offered for the majority of the year.

Comprehension has continued to be a major focus for the children’s learning, as identified as a Regional Priority within the Northern Adelaide Region, with our site attention centered upon oral comprehension, specifically Levels of Questioning.

Documentation has continued to be a focus for us as a staff team, to support us in being able to visually represent distance travelled and improvement observed, related to all areas of our QIP.

The introduction of the Same Start Day Policy impacted our staffing and therefore our time to be able to commit to extra areas for improvement that we had planned to look at. Our summary indicates we may have been too ambitious in some areas, relating specifically to time to be able to focus on each priority area, whilst still meeting our daily requirements.

Our curriculum has continued to focus upon the Early Years Learning Framework, with our practice also integrating the National Quality Standards and associated Elements. Outlined below is a summary of our main areas for improvement and progress related to each Standard from our 2013 plan.

Quality Area 1: Educational program and practice.

Element 1.1 An approved learning framework informs the development of a curriculum that enhances each child’s learning development.

The RRR’s document was identified as an area we needed to commit more time to. Our staff team has shifted from the Familiarisation stage to Early Engagement, where we are now discussing some of the principles related to the scales identified within the document, as well as exploring how the scales could be used for different children, to provide us with valuable information about their engagement and wellbeing.

Element 1.2.1 Each child’s learning and development is assessed as part of an on-going cycle of planning, documenting and evaluation.

Our other main priority in this Standard has been to examine our existing routines and processes relating to the needs of individual children and how we evaluate and reflect upon our learning program to ensure our practices are meeting the needs of our cohort of learners.
We had felt that this had been a strength for us, with documentation of children’s learning represented in the form of observations, photos, displays, programming ideas, conversations and opportunities to share children’s learning with families through our Six Monthly Interview processes. As Educators we wanted to explore these processes and to continuously improve, so we didn’t end up doing what we have always done, just because!

Some of our Educators accessed training provided by The Gowrie related to assessment processes for NQS, to support us in being able to work out how much data is required and how this might be reflected. In 2014, funding will continue to be allocated towards enabling Educators to access professional development opportunities involving the cyclic planning process, as well as other training deemed appropriate to support our team in moving forward in this area.

Progress has been observed, but this will continue to remain a priority for 2014 as the Same Start Day is fully felt, with a diverse age range of children needing to be catered for.

This Element has also included our focus upon collecting data relating to comprehension. We have represented our summary of individual children’s learning in this area within their own Six Monthly Reports and then Summative Reports and have begun conversations with our DECD Speech Pathologist around recommended screening tools we may be able to access that will be a part of our QIP for 2014. This will also include working with our Speech Pathologist on planning ‘where to from here?’, if assessment evaluations indicate more support is required.

Quality Area 4.: Staffing arrangements
Element 4.2.1 Professional standards guide practice, interactions and relationships.

The notion of performance development plans being living documents was the focus for Educators in this Standard. An increase in the amount of informal conversations was a strategy implemented to support team members in feeling valued within their roles, but also providing opportunities for discussions about their own ideas for the direction they wanted their learning to take. This provided self empowerment for them to be independent and to be a leader within their own roles and responsibilities.

The documentation of plans will continue to be a priority for 2014, with the implementation of Standards for Teachers and the Standards for Principals (Leaders) to be used within our work.

Quality Area 6: Collaborative Partnerships with families and communities
Element 6.1.3 Current information about the service is available to families.

This involved the development of Information Packs for families, containing content about the site, as well as Site Policies documented as a requirement within the National Quality Standards.

Enrolment appointments continued to be offered for interested families for Kindy and Occasional Care, with a strong emphasis placed upon establishing waiting lists, adhering to our Regional Priority of Access Guidelines. The focus of these appointments was to provide families with an opportunity to have a look around, to speak with an Educator and to decide whether they wanted to register their interest for a position in 2014.

When positions were offered for children in Term 3, an information session was held at the Hope Valley Uniting Church for grown ups to attend to hear specific information about the EYLF, the ‘You can do it! Social Competence program, the Child Protection Curriculum, the NQS and other relevant information about our site processes and policies that we felt families may need to know about. Opportunities for questions were provided, as well as all Educators being available after the session for an informal conversation, or to ask specific questions. This was well attended with approximately two thirds of families in attendance. Apologies had been received from 5 families prior to the evening.

A community section has been set up on our window, where information that is sent to us with requests to display has been shared, with a table underneath this with a range of flyers relating to community services, playgroups, sporting clubs etc that families can access.

Newsletters and other information compiled has been sent home to families on a regular basis to ensure they are kept informed about policies, processes and other events around the centre.
Where to from here in 2014?
2014 will continue to be a time of change, with the full implementation of the Same Start Day Policy. Our staff review of our QIP indicates we will be focusing upon areas already highlighted above, but also looking at sustainability, continuity of learning and transitions, intentional teaching, critical reflection of children’s learning and development and building relationships and engaging with local community.

Highlights for 2013

The success of our Orientation process into Kindy was to be embraced! As we phased out the previous system for school intakes and introduced the Same Start Day, we had vacancies as children commenced school, but no new enrolments were eligible for Kindy. We made a decision with the support of our Governing Council; to invest some of our site funds into employing staff to support us in being able to offer regular visits to children who would be commencing Kindy with us in 2014. This also included children with additional needs. 99% of families accepted the invitation for some visits.

Through the Orientation visits we were able to identify some of the learning needs and strengths of the children however, our focus for documentation remained upon the children within their eligible year.

‘Jack and Molly’, performed for us in December of this year, presenting a new show around sustainability. They have been regular visitors at our Centre, enhancing aspects of our curriculum, particularly relating to the RRR’s.

We have Living Eggs twice during the year providing a rare opportunity for children to observed chickens hatching from eggs and beginning the transition into laying hens (or roosters).

The year concluded with a celebration at our Twilight Barbeque. Our Orientation families were invited to attend for the first time, with great enthusiasm shown in response. The children sang in a concert and a graduation was held for our children commencing school in 2014. Their portfolios were presented to them during this time. A disco, sausage sizzle and free face painting were also identified as highlights by the children.

All sites were allocated a Maintenance Grant for 2013 and a separate for 2014, although they both ended up needing to be committed before the end of 2013. The criteria was very specific around how the funds could be spent, with replacement being the main descriptor used. Our allocation enabled us to replace the shade cover over the sandpit as it had holes in it, although it will be replaced again, as we requested slate as the colour and is has been made in beige. Blinds have been installed inside the preschool, our concertina door has been replaced, bathrooms have been painted, doors installed on all children’s toilets, ceiling fans have been replaced, child safe power points fixed and a roller shutter for security has been installed in the kitchen.

The purchase of iPads to use to support children’s learning in a world driven by technology. This also included staff training related to our Interactive Smartboard.

Intervention and Support Programs

A small group of children were allocated Preschool Support funds through Regional Support Services. Due to the low number of children in this group, we are unable to report on progress made, as it may identify individual children.

The site has sustained a major focus upon intervention processes for all children within their play. As Educator’s we have identified many of our learners have been very capable of working with mathematical concepts and have implemented strategies to be able to further challenge and enhance their existing knowledge and abilities.

We have accessed site funding to employ some of our part time Educators to work with individual children or groups, on areas we have identified as requiring additional support or extension. This has incorporated our focus on levels of questioning, literacy and numeracy development, as well as wellbeing.

Our Six Monthly Report evaluations based upon the EYLF, indicated consistency in children requiring support in beginning able to negotiate and to develop sharing behaviours, in their own confidence,
being able to respond appropriately to other’s behaviour, to negotiate roles and relationships in play and group situations, problem solving, taking considered risks, demonstrating persistence and contributing ideas and experiences through group time discussions. Our learning plans for individual children have focused upon how we can support children in developing within these areas.

When Summative Reports were reviewed, progress had been represented in most areas highlighted above.

Speech Link, as internet based articulating screening tool has continued to be accessed, providing us with important information about children’s speech needs. We have encountered a difficulty in that only children who are 4 years and above can be screened, and now under the Same Start Day, children can be 3 until the beginning of Term 2, therefore we have missed a large amount of time to support children in this area. This information has then been used as a pre referral tool in referring for funding, or support from Support Services.

Report from Governing Council

We began 2013 with a small, but committed Governing Council. As a result of the Same Start Day we did not have new families to promote joining with and lost a couple of members along the way due to other commitments.

Some of the work of the Governing Council included:

- Support with Policy development and verifications
- Input into Maintenance Grants allocated to the site.
- Sharing around site QIP
- Representation on Highbury Primary School’s Governing Council.
- Fundraising events – Kyton’s, Kindy photos, Family Portraits, Kindy t-shirts, Twilight Barbeque
- Planning for 2014

Financial Management of the Centre through an Employment Agency.
Allocation of funds to employ a concept designer to support our vision in using land to extend our existing Occasional Care Room, to be climate controlled and to allow staff to have an area away from the children for lunch, meetings, or for small group work as required.

Student Data

Enrolments

Figure 1: Enrolments by Term
### Table 1: Enrolments by Term

<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>2011</td>
<td>96</td>
<td>100</td>
<td>106</td>
<td>113</td>
</tr>
<tr>
<td>2012</td>
<td>106</td>
<td>111</td>
<td>98</td>
<td>84</td>
</tr>
<tr>
<td>2013</td>
<td>61</td>
<td>66</td>
<td></td>
<td></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

Our projected enrolments were initially higher than the actual figures. We believe this was as a result of families being required to register their child’s details on a waiting list for a position, to allow us to implement the Regional Priority of Access Guidelines. When families were contacted according to this, many had already been offered positions in local centres, even though they were within our Geographic location.

### Attendance

#### Figure 2: Attendance by Term

As a result of the Same Start Day, enrolment figures have not been supplied for Terms 3 and 4, as they cannot be compared with previous figures.

### Table 2: Attendance Percentages 2011 - 2013

<table>
<thead>
<tr>
<th>Attendance Percentage</th>
<th>Year</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011 Centre</td>
<td>93.8</td>
<td>97.0</td>
<td>89.6</td>
<td>91.2</td>
<td></td>
</tr>
<tr>
<td>2012 Centre</td>
<td>81.1</td>
<td>76.6</td>
<td>81.6</td>
<td>82.1</td>
<td></td>
</tr>
<tr>
<td>2013 Centre</td>
<td>90.2</td>
<td>81.8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2011 State</td>
<td>89.9</td>
<td>89.1</td>
<td>88.4</td>
<td>89.6</td>
<td></td>
</tr>
<tr>
<td>2012 State</td>
<td>87.4</td>
<td>85.9</td>
<td>84.5</td>
<td>85.5</td>
<td></td>
</tr>
<tr>
<td>2013 State</td>
<td>88.7</td>
<td>88.0</td>
<td></td>
<td></td>
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</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 1: Figures have been revised for previous years, using integer deemed attendance not decimal.

Note 2: Data for Term 3 and Term 4 2013 will not be reported. It is not comparable with previous years due to the transition to the Same First Day enrolment policy for preschools in 2013 creating a break in series.

Source: Preschool Data Collection, Data Management and Information Systems
Please note: Deemed attendance for Term 3 and Term 4 for 2013 for preschools will not be reported in SPeRS. Data for these terms will not be comparable with previous years due to the transition to the Same First Day enrolment policy for preschools creating a break in series.

### Table 3: Feeder School Percentage Data 2011 - 2013

<table>
<thead>
<tr>
<th>Site number - Name</th>
<th>Type</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>0419 - Athelstone School</td>
<td>Govt.</td>
<td></td>
<td></td>
<td>1.3</td>
</tr>
<tr>
<td>0596 - Highbury Primary School</td>
<td>Govt.</td>
<td>72.0</td>
<td>68.1</td>
<td>81.8</td>
</tr>
<tr>
<td>1043 - East Marden Primary School</td>
<td>Govt.</td>
<td></td>
<td>1.0</td>
<td></td>
</tr>
<tr>
<td>1134 - East Para Primary School</td>
<td>Govt.</td>
<td></td>
<td>2.1</td>
<td></td>
</tr>
<tr>
<td>1336 - Dernancourt Junior Primary School</td>
<td>Govt.</td>
<td></td>
<td>1.0</td>
<td></td>
</tr>
<tr>
<td>8006 - St Francis Xavier's Regionl Cath Sch</td>
<td>Non-Govt.</td>
<td></td>
<td>2.1</td>
<td></td>
</tr>
<tr>
<td>8031 - Sunrise Chrstn Schl Prds Campus</td>
<td>Non-Govt.</td>
<td></td>
<td></td>
<td>1.3</td>
</tr>
<tr>
<td>8032 - Cedar College</td>
<td>Non-Govt.</td>
<td></td>
<td></td>
<td>1.4</td>
</tr>
<tr>
<td>8073 - St Peter's Collegiate Girls' School</td>
<td>Non-Govt.</td>
<td></td>
<td></td>
<td>1.4</td>
</tr>
<tr>
<td>8250 - Loreto College</td>
<td>Non-Govt.</td>
<td></td>
<td></td>
<td>2.1</td>
</tr>
<tr>
<td>8385 - Saint David's Parish School</td>
<td>Non-Govt.</td>
<td>6.5</td>
<td>10.1</td>
<td>5.2</td>
</tr>
<tr>
<td>8411 - Torrens Valley Christian School</td>
<td>Non-Govt.</td>
<td>9.6</td>
<td>10.1</td>
<td>7.8</td>
</tr>
<tr>
<td>8419 - Good Shepherd Luth Sch - Para Vista</td>
<td>Non-Govt.</td>
<td></td>
<td>1.0</td>
<td></td>
</tr>
<tr>
<td>8421 - King's Baptist Grammar School</td>
<td>Non-Govt.</td>
<td></td>
<td></td>
<td>4.3</td>
</tr>
<tr>
<td>8454 - Pedare Christian College</td>
<td>Non-Govt.</td>
<td></td>
<td></td>
<td>1.4</td>
</tr>
<tr>
<td>9013 - St Francis of Assisi School</td>
<td>Non-Govt.</td>
<td></td>
<td></td>
<td>1.3</td>
</tr>
<tr>
<td>9040 - St Francis School</td>
<td>Non-Govt.</td>
<td></td>
<td></td>
<td>1.0</td>
</tr>
<tr>
<td>9088 - St Pius X School</td>
<td>Non-Govt.</td>
<td></td>
<td></td>
<td>1.4</td>
</tr>
<tr>
<td>9099 - Redeemer Lutheran School</td>
<td>Non-Govt.</td>
<td></td>
<td></td>
<td>1.0</td>
</tr>
<tr>
<td>9115 - Prescott Primary Northern</td>
<td>Non-Govt.</td>
<td></td>
<td>1.4</td>
<td>1.3</td>
</tr>
</tbody>
</table>

Total 99.4 99.6 100.0

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
Client Opinion

We are unable to provide a graph to represent comparisons in this data, as it was not offered by DECD to us this year. We issued Parent Opinion Surveys to all families enrolled in full time Kindy in Term 4, with 17 surveys returned. Of these a sample of 50% was used to collate the following information.

The results represent:

Quality of the teaching and learning – Majority strongly agreed with the statements.
“My children have progressed greatly validating that the service provides constant valuable and ample teaching abilities”.
“The teachers and staff are extremely friendly and inviting, making it a wonderful environment that all enjoy.”
“It is amazing watching the teachers getting right down to the kids level and guiding the children to extend their learning and knowledge. Drawing with them, listening to stories and asking questions and being silly and joking with the,”
“I loved seeing my daughter get excited about her kindy learning this year. She would come home and tell me things she’d learnt about other countries show me how she could write her name and add up on her fingers. My daughter has so much joy learning new things at Highbury PS. Thank you!”

Support of learning– Majority strongly agreed with the statements.
“My children are excited to attend and always share their learning with me at days end.”
“Once again, staff are very friendly and offer unlimited support.”
“The teachers seem to be very aware of students needs, working as a team to keep sad students busy so they cheer up, helping mothers feel very secure when leaving their child. Children definitely feel safe, and that's the best support.”

Relationships and communication– Between Agree and Strongly Agree. Statements relating to being informed regularly about children’s progress were represented as ‘Agree’ on a couple of surveys.
“I feel very included and quite loved by all the staff. They are always concerned about what is going on in our world.”
“Anytime that I have had any questions regarding my child, the teachers have always been both professional and thoughtful and I have always left feeling at ease.”
“Very strong communication.”

Leadership and decision making– Majority strongly agreed with the statements.
“Team work is definitely strong amongst staff.”
“Highbury Preschool has a fantastic pool of knowledgeable teachers who genuinely care for the wellbeing and education of each student there. Thank you for all of your support of my child and for making learning so much fun during a challenging year for her.”
“I always feel very organised by management.”
“A wonderful preschool with excellent staff – a warm and friendly environment.”

Financial Statement

See separate attachment.