1. CONTEXT

<table>
<thead>
<tr>
<th>Preschool Name:</th>
<th>Highbury Preschool</th>
<th>Preschool Number:</th>
<th>4622</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preschool Director:</td>
<td>Marnie Hillier</td>
<td>Partnership:</td>
<td>Modbury</td>
</tr>
</tbody>
</table>

Highbury Preschool is located in the picturesque grounds of Highbury Primary School. The Centre is co-located, but is classified as a stand-alone Preschool.

The site capacity is currently 45 children, including children within our Funded Occasional care Program, catering for children 2 years and above. This program is offered for four sessions per week, with an approximate wait time of a fortnight for three year olds and three to four weeks for children 3 years and above.

2. REPORT FROM GOVERNING COUNCIL

This year a significant amount of our time has been spent on making decisions about funding allocations to be contributed towards the upgrade of facilities at the site. This has included the commitment of funds towards upgrading our Occasional Care/small group space and our lawn areas. An audit of the site facilities was completed by Spotless and in July, significant funds were allocated centrally towards meeting the National Quality Standard. This project is being managed by DECD and Spotless and has been quite drawn out, impacting upon our ability to proceed with the projects we have wanted to focus upon. The upgrade will impact the work on our Occasional Care room, so this has been delayed until the NQS project has been completed in 2015.

3. HIGHLIGHTS 2014

2014 and was the first complete year of the Same Start Intake. This posed many challenges and questions for us as Educators around our teaching practices and pedagogy and possible directions for improvement.

Some of our highlights included:

- The beginning of a process of working collaboratively with the Early Years teachers at Highbury Primary School, focused upon continuity of learning. This included regular visits into the classroom and yard areas for familiarisation.
- Opportunities for families to engage with Educators through invitations to attend interviews.
- Performance by ‘Jack and Molly’.
- Our end of year celebration, being our ‘Twilight Barbeque’ and Kindy concert.
- Organisation of our Store Room by a member of our Governing Council.
- Weekly cooking opportunities for children, by a Kindy parent.
- Weekly visits to the Highbury Primary School library.
- Attendance of the staff team at training provided by Lobethal Kindergarten, focused upon Outdoor Play environments.

4. QUALITY IMPROVEMENT PLAN

As a part of our Annual Site Review we identified that several of our areas that we had previously identified as strengths for us, had become high priorities as areas requiring additional work. This primarily centered on the fact that as new initiatives were introduced, this meant a review of other areas became a necessity and from this came improvement strategies. This is a part of a cycle of improvement. For us it did not mean that we were not doing these things well, it simply meant we needed to look at how they would be done differently and often, more effectively.

Outlined below are some of the outcomes that were identified as priority areas for further improvement, listed under the relevant Quality Learning Area.
Quality Area 1

- **Standard 1.1**
  An approved learning framework informs the development of a curriculum that enhances each child’s learning and development.

Although as a staff team we believe this is an area of strength for us, a need existed to review and modify our ways of communicating what we do and why we do it, in an effective way. We achieved the display component, but have struggled with the time to be able to communicate with families about what we have been learning/doing at Kindy. This will remain a focus area for us in 2015.

- **Standard 1.1.4**
  To develop manageable systems related to the Same Start Day implementation for reporting to a large group of families at the same time.

With a group size of 92 full time children, this has been our greatest challenge. We had been fully aware of the need to organise our time to be supportive of writing quality, reflective Statements of Learning, however, we also acknowledged we did not want to make too many changes before we had experienced writing some. On average the reports took between 1 to 2 hours to write, obviously not being sustainable. The reports were detailed with positive feedback being received from many families, who were astonished at how well they felt we knew their child/children.

This year we were required to report specifically to literacy and numeracy outcomes/progress within our Statements of Learning for individual children. We are hopeful that with the introduction of the Numeracy and Literacy Indicators in 2015, that there will be some consistency in the information we are collecting in these areas across sites, especially when it is observed incidentally within children’s play. Numeracy and Literacy was addressed for 100% of the Statements of Learning that were written.

- **Standard 1.2.1**
  Review systems of planning, documentation and evaluation to develop effective and sustainable systems for managing a large group of children.

Time was committed towards processes in the first part of 2014, but as time became of the essence in compiling information for interviews and in writing Statements of Learning, it was not possible to focus upon everything at the same time. A system of priority became important. This will continue to appear on our QIP in 2015.

Quality Area 3

- **Standard 3.3.1**
  Sustainable practices are embedded in service operations.

We made positive progress in this area, with several members of our Governing Council writing an application for a grant offered by Coles, to support sustainability. We chose to focus upon developing raised garden beds with the children. The application was successful and in December we had soil delivered, as well as the garden beds and tools purchased.

Several members of our staff team attended a Wipeout Waste session offered at Highbury Primary School, where we were able to learn about decreasing landfill and thus increasing recycling opportunities. From this, Kate one of our Educators contacted the TTG Council to discuss Mini Muncher Compost Bins. Residents within the council area were provided with the opportunity to order a bin and bags free of charge through the Preschool.

From a systems perspective, we have been looking into sensor taps to reduce water wastage and into organising bins to be able to further support children and staff in sorting their waste accordingly.

Quality Area 6

- **Standard 6.3.2**
  To work as a team on what continuity of learning means to us as a team. To establish stronger connections with feeder schools to explore this concept.
This was proven to be a very challenging task, relating specifically to working with feeder schools. Time was spent working directly with one reception teacher from Highbury Primary School, centered mainly upon us developing relationships with the teacher and in developing familiarity with different environments for the children.

Our intention was for the process to be more meaningful and centered upon looking at Pedagogy, however for many different reasons, this did not eventuate. The foundations have been laid for future pathways in 2015.

Our site was randomly selected to participate in a forum centered around Continuity of Learning, to provide some feedback to staff within Central Office, around our thoughts and feelings on what could/should/needed to change, or be explored further. This session was not as beneficial as I had hoped, as only Preschool staff attended. School sites were invited to attend also.

- **Standard 6.3.4**
  To develop stronger connections with spaces, places, organisations and people in our local community.

This is an area we have made progress in. The local Partnerships within DECD have provided us with opportunities to interact with leaders and Educators in other local sites, to discuss issues that may potentially impact us all. The development of Common Interest Partnerships (CIPs) for Preschool teams has provide all Educators with an opportunity to meet, network and share ideas, concerns and questions with others doing the same work, appreciate all that it entails.

We have connected with TTG Council through Wipeout Waste and have encouraged our families to shop locally at Drake, using a reward system that the Preschool in turn benefits from.

Our Preschool community has been a focus through the development of informal relationships, attendance at interviews, engagement at our Twilight Barbeque and through opportunities to be involved with our Governing Council.

Highbury Primary School as our main feeder has also been an important community connection and will continue to remain a priority area in 2015.

Working and liaising with other professionals for improved learning outcomes for children has also been of great importance to us.

**Quality Area 7**

- **Standard 7.1.2**
  To improve induction processes for staff.

This has been improved verbally, but requires additional time to be committed to the documentation side.

- **Standard 7.3.5**
  To review and establish site policies and procedure where required, in alignment with National Quality Standards.

This has been completed in conjunction with our Governing Council. Policies and Procedures have been displayed for families, as well as provided at the time of their child/children commencing Preschool with us.

A grant was allocated to Preschools to contribute towards the usage of the Reflect Respect Relate document. Two Educators attended a training session on how this could be used less formally, being hosted by another Preschool site within our Partnership. Funds to release the Educators for a day formed a part of the committal of the allocation proved.

The remainder was committed to the two staff members who had been responsible for writing the Statements of Learning, to be able to collect information related to this document and to reflect it appropriately within the 91 reports that were written.

We found further exploration is required for the entire team on consistent approaches to the use of the document and how the information can then be used within a cycle of planning and reporting for individual children.

**Where to from here:**
• In October we attended training as a staff team that was provided by Lobethal Kindergarten, centered upon Outdoor Learning environments. This resonated greatly for us and we were very enthused by aspects of the learning we gained on this day. This encouraged us to develop a rough plan of how we might move forward and in how we might communicate our beliefs about the benefits of and need for children to learn through play. To take some risks with their learning, to explore, experiment, problem solve and have fun and in the process, often get very messy! This will form a significant direction for our thinking and planning in 2015.

• To continue to look at different ways of sharing children’s learning with their families. How do we engage with them? How could we work more effectively together in a partnership?

• To focus upon sustainable practices and involving children in these.

• To review and adapt our Site Philosophy, to be reflective of the shift in our thinking related to children’s learning and who we are at Highbury Preschool.

• On-going focus upon documenting children’s learning. This has also partially stemmed from a training two of us completed related to Floorbooks, being a system created in the UK and being shared internationally.

• Focus upon continuity of learning with Highbury Primary School. How can we do this more effectively?

5. INTERVENTION AND SUPPORT PROGRAMS

During this year we had an increase in the amount of children receiving Preschool Support funding, from previous years. Eleven children were allocated weekly funding on an individual basis, dependent upon their identified level of functional need. We then used an allocation of site resources to be able to increase the support for groups of children who may have missed out on the DECD funding, due to the specified criteria.

This enabled us to be able to implement programs provided by therapists from with DECD and private and to be able to develop children’s learning using the Early Years Learning Framework. The feedback we have received from families has been very supportive of the focus of children’s learning within this. This has also been evident within the information we have collected on individual children.

The journey of each child in their learning was then documented in their Portfolio and shared with families through interviews and within their Statement of Learning. NEP meetings were held as required.

Our cohort of Aboriginal learners was small and may risk identification of individual children, so to provide confidentiality, these figures have been deliberately excluded.

6. STUDENT DATA

6.1 Enrolments

Figure 1: Enrolments by Term

Total Enrolments 2012 - 2014
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>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>
<tr>
<td>2014</td>
<td>89</td>
<td>89</td>
<td>90</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

We experienced transiency in our Preschool community during the first half of 2014. From feedback received from families, some of this related to the inability for children to access the OSHC program provided by Highbury Primary School, where in the past, this was a service that was accessible to all families.

The decrease in enrolments in 2013 was related to the introduction of the Same Start Day policy, whilst phasing out the old system. As a result, we had children commencing school each term, but no new children moving into the Preschool. This impacted staffing and funding arrangements for 2014.

Table 2: Attendance Percentages 2012 - 2014

<table>
<thead>
<tr>
<th>Attendance Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year</td>
</tr>
<tr>
<td>2012 Centre</td>
</tr>
<tr>
<td>2013 Centre</td>
</tr>
<tr>
<td>2014 Centre</td>
</tr>
<tr>
<td>2012 State</td>
</tr>
<tr>
<td>2013 State</td>
</tr>
<tr>
<td>2014 State</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
### Feeder School Percentage Data

#### Table 3: Feeder School Percentage Data 2012 - 2014

<table>
<thead>
<tr>
<th>Feeder Schools</th>
<th>Type</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>0419 - Athelstone School</td>
<td>Govt.</td>
<td>1.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0596 - Highbury Primary School</td>
<td>Govt.</td>
<td>68.1</td>
<td>81.8</td>
<td>79.0</td>
</tr>
<tr>
<td>0973 - Paradise Primary School</td>
<td>Govt.</td>
<td>1.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0987 - Mawson Lakes School</td>
<td>Govt.</td>
<td>1.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1154 - Thorndon Park Primary School</td>
<td>Govt.</td>
<td>1.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8006 - St Francis Xavier's Region1 Cath Sch</td>
<td>Non-Govt.</td>
<td>5.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8027 - Pedare Christian College Junior Sch</td>
<td>Non-Govt.</td>
<td>1.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8031 - Sunrise Chrstn Schl Prds Campus</td>
<td>Non-Govt.</td>
<td>1.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8032 - Cedar College</td>
<td>Non-Govt.</td>
<td>1.4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8073 - St Peter's Collegiate Girls’ School</td>
<td>Non-Govt.</td>
<td>1.4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8385 - Saint David's Parish School</td>
<td>Non-Govt.</td>
<td>10.1</td>
<td>5.2</td>
<td>2.6</td>
</tr>
<tr>
<td>8411 - Torrens Valley Christian School</td>
<td>Non-Govt.</td>
<td>10.1</td>
<td>7.8</td>
<td>2.6</td>
</tr>
<tr>
<td>8421 - King's Baptist Grammar School</td>
<td>Non-Govt.</td>
<td>4.3</td>
<td></td>
<td>1.3</td>
</tr>
<tr>
<td>8454 - Pedare Christian College</td>
<td>Non-Govt.</td>
<td>1.4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9013 - St Francis of Assisi School</td>
<td>Non-Govt.</td>
<td>1.3</td>
<td>2.6</td>
<td></td>
</tr>
<tr>
<td>9058 - St Joseph's School - Payneham</td>
<td>Non-Govt.</td>
<td>1.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9088 - St Pius X School</td>
<td>Non-Govt.</td>
<td>1.4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9115 - Prescott Primary Northern</td>
<td>Non-Govt.</td>
<td>1.4</td>
<td>1.3</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>99.6</td>
<td>100.0</td>
<td>99.9</td>
</tr>
</tbody>
</table>

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

This year saw an increase in the amount of schools families were choosing to attend. The data represented in this table, does not reflect the final number of children that attended the schools identified. In Term 4, 2014, several families chose to change their school of preference, with at least 4 less attending Highbury Primary School, than has been reflected here.

### 7. CLIENT OPINION

It is a requirement of DECD that the Parent Opinion Surveys be issued at least once during the Preschool year. Surveys were issued to approximately two thirds of our community, who had been attending the Centre for a minimum of six months. Of these 13 were returned to the site and 7 were completed online.

We have found the results of these to be an inaccurate way of measuring our site performance. Many of the questions require responses most families would not know the answers to as they would require them to be in the Centre for a large amount of time. Some have made choices about not being involved and then the results become swayed, as the strategies may be in place, but if they are not accepted, then naturally people will not be informed.
Some of the questions allow for things we are physically unable to provide, due to time and funding constraints, so again, the results do not support the hard work and dedication of the entire staff team. The questions can also be misconstrued.

The online summary is available upon request and is contained within the Appendix of the original document.

Some of the comments from the surveys that were returned to us in hard copy have been documented below:

“A really lovely Kindy! My child is very happy here and have seen them learn and develop well.”
“I love that my son really enjoys his time at Kindy and has formed an attachment to several teachers/staff. This helps me as a parent to know he is comfortable in this environment.”
“Thank you for making our Kindy decision easy. The reputation of the Kindy and director is well known in the community and that is amazing.”
“Extremely well run and organized Preschool.”
“Staff are very welcoming and engage my child as soon as he arrives at Preschool.”
“The teachers really support the children when learning new topics. Wouldn’t go anywhere else.
“This preschool is fantastic. I am so glad my son is happy here! I highly recommend the Preschool.”

8. ACCOUNTABILITY

All volunteers and paid staff are informed of the need to have a current Relevant History Screening completed and approved before commencing at the Preschool. Proof of this must be provided before any time can be spent in the Preschool. Copies of the approvals are kept in a folder marked accordingly in the office. These must be sighted by the Site Leader or Responsible person in charge on the day.

Copies of staff information is also kept in the folder located in the office and can be sourced on Eduportal (Site Leader only)

New Governing Council Members will be informed of the changes to the DECD Policy at our AGM in February 2015, with required forms provided to members at this time.

9. FINANCIAL STATEMENT

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Grants: State</td>
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</tr>
<tr>
<td>2 Grants: Commonwealth</td>
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</tr>
<tr>
<td>3 Parent Contributions</td>
<td></td>
</tr>
<tr>
<td>4 Other</td>
<td></td>
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