Aberfoyle Hub Preschool - Taylors Road

2019 annual report to the community

Government of South Australia
Department for Education

Aberfoyle Hub Preschool - Taylors Road number: 3601

Partnership: South Valley Precinct

Name of preschool director:	Elise Wheaton
Name of preschool management committee chair:	Tristelle Ruiz
Date of endorsement:	20/2/20

Context and highlights

Aberfoyle Hub Preschool offers preschool and playgroup sessions to over 75 families from the local area, though some commute up to 25 minutes to access our programs. The centre has previously consisted of 2 sites - Taylors Road and Hub Drive. At the beginning of 2019 it was advised Taylor's Road was not suitable to facilitate occasional care as planned, resulting in closure of the programs at the completion on term 1 when the Hub Drive site ceased operation.
Taylors Road facilitates the preschool program Monday/Tuesday and Wednesday/Thursday 8:30am-3:15pm, with groups alternating attendance on Fridays 12:00-3:00pm. Our popular playgroup sessions operate on Friday mornings 9-11:00am. A number of families utilise pre/post preschool care at Aberfoyle CCC, enabling these children in their eligible preschool year to access our program.

Upgrades to the physical environment from 2018 resulted in minimal maintenance requirements and an appealing learning space. Staff worked tirelessly throughout term 1 holidays and the year to consolidate and organise resources after the inheritance of a large number of assets due to the closure of Hub Drive.

2019 was my first year as Director at Aberfoyle Hub Preschool after being appointed for a five-and-a-half-year term. I have been warmly welcomed by our preschool community and feel privileged to work in such a beautiful setting with a staff team that are dedicated to their work with children. I would like to thank Heather Heading who retired on completion of term 1, for her contributions to the preschool.

During the year, curriculum focus areas included children learning about themselves and the dispositions that support them to be great learners; literacy capabilities through storytelling; belonging in community, rights and responsibilities; the environment and sustainability; measurement, quantification, and pattern – exploring growing and change over time and to play instruments- engaging in music program; art concepts and vocab, portrait and landscape painting and artistic expression in general; healthy bodies, including Keeping Safe and Eat a Rainbow.

Educators worked through change, prioritising building relationships and maintaining high quality interactions with children as we developed as a team throughout the year. Children's enjoyment of friendships and learning was high and I observed deep engagement and growth in this learning.

2019 proved to be a fantastic, busy year of learning for all!

Elise Wheaton

Report from the preschool management committee

As Chairperson of The Aberfoyle Hub Preschool Governing Council 2019, I would like to thank Elise, Moira, Lyn, Andrea and Amanda for providing a loving, caring kind, nurturing safe and exciting learning environment for our children in 2019. The Governing Council had a productive year, thank you to the committed group of members who, together with Director Elise's leadership provided invaluable support and vision for Aberfoyle Hub Preschool. The dedicated staff team and committee members have continued to focus on the benefits of outdoor play in particular the natural play environment, a concept which has been embraced by the children's imaginations. This year, children had such an important role in helping to care for the Chickens. The children enjoyed excursion to Patch Theatre to see "Zoom" about the difference between light and dark and all the things in their daily life that show them what the meaning of light and dark is and Aberfoyle Hub R-7 School, where they were involved in all things science and their imaginations were in full swing! Fathers night and Mother's morning were fantastic with a chance for the children to bring along family and show them what they had been up to. It really is a wonderful opportunity for parents, grandparents or carers to be involved at preschool as the little ones love to have visitors - especially when it is someone special to them! The preschool ran a number of successful fundraisers this year including: participating in the People's Choice Lottery and Bunnings BBQ. Many thanks to the parents who ran each of these fundraisers and to the families for supporting them. A highlight of the year was the art exhibition, where the preschool was fully transformed into an art gallery to celebrate wonderful art that children worked on throughout the year, the delight on their faces was priceless! Thank you so much, Elise and staff.

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Quality improvement planning

Following on from 2018 we continued to prioritise engaging with families. This saw documentation and displays tailored to provide insight and encourage conversation about children's learning. We also hosted special events that supported this including parents in curriculum sharing specialised skills: police, nurse, violinist, aged care residents visit to engage with children in play conversations and assisting the success of learning on excursions to Aberfoyle Hub R-12 students and programs for Book Week, Science Week, literacy learning; attending Patch Theatre: Zoom performance; Little Sprouts Kitchen Garden program & Adelaide Botanic Gardens. Fathers Night and Mothers Morning were great opportunities for some one on one play with their child. We also held end of term family afternoons and two family evening events including our Preschool Art Show at the conclusion of the year compiling of a time-line to showcase children's ideas and artistic progression over the year.

Within our Quality Improvement Plan the area of increasing children's literacy skills was identified with a focus on Oral Language development for the year. This followed on from 2018 Early Years Partnership learning about developing children's literacy skills through the "Bookmaking" process.
We wanted to provide greater opportunity for children to articulate their ideas, through storytelling, providing them with rich and solid foundations for literacy in oral and representational (drawn/written) communication.

Our site was involved in the LDAR (Learning, Design, Assessment, Reflection) project which we utilised as a catalyst for informing the execution of our improvement priority.
This involved four offsite training days with Alma Fleet and Anthony Semann for the site leader and one teacher, hosting of and involvement in targeted PLC sessions for all staff to deeply explore the content and progress throughout the project.
The team focused on 'children's use of storytelling in and about their play'.
The team started by collecting evidence to understand how and where children were using language and used this to inform the ways in which staff could engage with children in play to encourage them to use language across all learning.
We consolidated our focus throughout a year of many changes and disruptions in order to utilise this professional development opportunity to achieve the quality outcomes for children. The team attended a wide variety of training including Matt Glover: What's the Nudge looking at literacy development in reading, Literacy Festival, and Nature Play session exploring story and song with natural adjuncts. Staff worked collaboratively, sharing their learning and decision making about practices that could be embedded at the site to provide more opportunity and encourage children's use and development of language through play. In addition, reflection and evaluation of the program, using the early years learning cycle, and collating useful data/anecdotes about individual children's language and literacy development allowed educators to track and build on experiences and interaction to support children's learning.

Children became confident communicators and demonstrated their understanding of the structure of a story. Educators became aware and skilled at implementing rich literacy experiences that extend children's confidence to articulate their ideas using oral language and story.

Enrolment

	Enrolment by Term			
Year	Term 1	Term 2	Term 3	Term 4
2016	51	54	53	53
2017	55	53	54	54
2018	53	52	54	52
2019	56	55	55	55

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

Our enrolments were capped at 55 for 2019 with 1 group of 32 and a second group of 23 children. The groups of children remained consistent, with the exception of 2 children relocating and one child beginning in Term 3.

The site sees a wide variety of access/utilisation: local families within the catchment area, attendance at playgroup and / or occasional care program, older siblings attended, access neighboring child care or work at shopping centre, enrollment intention at schools in close proximation to the preschool.

Attendance

Year	Term 1	Term 2	Term 3	Term 4
2016 centre	98.1%	99.0%	97.9%	83.1%
2017 centre	95.6%	96.7%	96.3%	82.4%
2018 centre	96.6%	93.3%	93.7%	94.3%
2019 centre	95.0%	89.0%	88.5%	84.5%
2016 state	91.1%	89.0%	87.2%	87.5%
2017 state	90.5%	88.2%	85.9%	87.2%
2018 state	90.7%	88.3%	87.0%	87.2%
2019 state	90.3%	87.4%	85.8%	

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

The preschool continued to have a high level of attendance in all terms with families recognising the importance of regular attendance and the impact it has on children's learning.

Our attendances throughout the year were consistently above the state averages, extended family holidays had slight impact on attendance in term three and four. Most families contact the preschool if their child is going to be absent, if children are absent for consecutive or regularly staff will followup with a phone call the the family.

Destination schools

Feeder Schools (Site number - Name)	2016	2017	2018	2019
536 - Aberfoyle Hub R-7 School	47.0%	45.0%	34.0%	40.5%
1163 - Braeview School R-7	0.0%	0.0%	7.0%	5.4%
1226 - Craigburn Primary School	7.0%	9.0%	13.0%	24.3%
1018 - Flagstaff Hill R-7 School	10.0%	7.0%	9.0%	8.1%
171 - Happy Valley Primary School	5.0%	0.0%	0.0%	0.0%
8003 - Heritage College Inc	0.0%	3.0%	0.0%	0.0%
8284 - Our Saviour Lutheran School	17.0%	11.0%	3.0%	13.5%
8435 - Pilgrim School	0.0%	3.0%	3.0%	0.0%
8434 - School of the Nativity	0.0%	3.0%	3.0%	0.0%
1664 - Thiele Primary School	5.0%	0.0%	5.0%	0.0%
8014 - Woodcroft College Inc	5.0%	0.0%	0.0%	0.0%

NOTE: The data is collected in Term 3. It does not reflect actual schools enrolled in by exiting preschool children. Only schools that are a destination for 3% or more of students are shown.
Source: Data Source: Site Performance Reporting System (SPER), Term 3 2019 collection.

Destination schools comment

Aberfoyle Hub R-7 school continues to be our main feeder school, followed by Craigburn Primary School and Our Saviour Lutheran School. We continue to develop close ties with the Hub school, with meetings each term to discuss ways to strengthen our ties and the teaching staff at both sites working together on strengthening transition programs. Staff from other local schools also visit the children before they commence school and are involved in NEP meetings as required. Our children mostly attend the schools in the South Valley Precinct Partnership.

Client opinion summary

The Parent Opinion Survey was sent out to 55 families, with 18 respondents.
Families provided very positive feedback on a year full of change and transition.
“My son’s learning has improved significantly since starting kindy here. He is comfortable to talk to the teachers if he needs help with anything”
“New director has breathed new life into a fairly old preschool”
“Communication has improved a lot”
“I think Elise will do great things in years to come. The children love her and she has fantastic ideas for the future. Would like to be more informed if there is any more volunteering help needed”

Quality of Teaching and Learning
Families felt that they received consistent messages about high expectations in learning and that children received high quality teaching. This occurs within an excellent learning environment where teachers make the learning interesting and enjoyable.
Support of Learning
There was a very high level of satisfaction with the programs offered and that the preschool provided an excellent learning environment. A few responses indicated uncertainty about information provided to families about special needs and external support agencies.
Relationship and Communication
There was an extremely positive response that children and families feel welcome at Aberfoyle Hub Preschool. Notably, families feel comfortable about approaching educators to talk about their children’s learning and encouraged to participate in the preschool in a number of ways. They feel well informed about preschool experiences and all children are treated fairly.
Leadership and Decision Making
Families have high confidence in how the preschool is managed and recognise the sites commitment to continuous improvement as a strength. Respondents surmised that Governing Council was a great opportunity to be involved in the planning and development the preschool, wondering whether the

Relevant history screening

All staff whether permanent, contract , volunteers or TRTs provided evidence of current DCSI clearance and updated their RAN training. This also applied to TAFE and university students and the cleaner and gardener.
All Governing Council members, as well as all volunteers at Aberfoyle Hub Preschool attended a 2 hour session on Reporting Abuse and Neglect training as required by the Department of Education and Child Development legislation. This was conducted at our local school in term 1.

Financial statement

	Funding Source	Amount
1.	Grants: State	$447,956.81
2.	Grants: Commonwealth	0
3.	Parent Contributions	$30,845
4.	Other	$2,372.00

2019 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2019 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	Funding was used to enable all part time staff to attend our pupil free days where we attended a partnership day with other preschools to explore reflective practice: pedagogical conversations, looking at practice and the planning cycle in relation to all children's dev. growth especially improving literacy outcomes.	All educators were able to critically reflect on assessment processes to inform ILP/goals/learning design and share with families.
Improved ECD and parenting outcomes (children's centres only)		
Improved outcomes for children with disabilities	Children received support throughout the year working individually with a support worker and through our small group interventions, with emphasis on developing speech and language skills. One child received 1:1 support throughout the year, in term 3 received diagnosis.	All children made significant progress with 3/6 children no longer needing support when they move on to school.
Improved outcomes for non-English speaking children who received bilingual support	No children presented as requiring bilingual support at the beginning of 2019. As the year progressed staff noticed a child with extensive additional needs required support for ESL, worked with family to develop understanding of common phrases/ songs to support child, did not engage B.S. as requiring and accessing PSS	Strong relationship with family maintained connection to culture while providing access to support prioriy: developmental growth

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