



North Ingle Preschool 2019 annual report to the community



Government
of South Australia
Department for Education

North Ingle Preschool number: 1634

Partnership: Montague

Name of preschool director:

Dina Zunis

Name of preschool management committee chair:

Jamie White

Date of endorsement:

11th February 2020

Context and highlights

North Ingle Preschool is a school based preschool on the same campus as North Ingle School. The North Ingle community is culturally diverse with some children beginning preschool with little or no English. We have a 15% Indigenous population. Many families have older children enrolled at the school.

Our preschool has a strong commitment to providing high quality teaching within a play based-learning environment, to develop children as confident, resilient, socially competent individuals with a passion for learning. We aim to maintain strong relationships within our school and wider community.

At present we currently operate five sessions over two and a half days a week on Tuesday, Wednesday and Thursday. 2019 Preschool Highlights:

- Building and maintaining positive relationships with all our families and community
 - Daily Literacy and Numeracy focus, supported through whole group and small focus group learning opportunities
 - Quality staff professional learning facilitated by Stephen Graham to support reading, phonological awareness and Concepts about Print in the preschool.
 - See Saw App has created a stronger family connection. Parents also commented positively in the survey.
 - Preschool special events – Harmony Day, Mud Day, Grandparent's Day, Science Week, visit from the Metropolitan Fire Service, SA Police, Book Week, Dr Quack Scientific Circus, Excursions to the Maritime Museum and the Zoo.
 - Working closely with Bilingual Support Officers to support language acquisition of EALD children whose home language is Farsi and Hindi.
 - Redeveloping garden areas, planting new flowers, fruit and vegetables including natives donated by families
 - Cooking with fresh ingredients from our vegetable garden.
 - Family and community involvement including cooking for Reconciliation Week and indigenous art work completed by a grandparents and co-designed by the children.
 - Preschool hosting one of the whole school assemblies
 - Preschool joined in the Sports Day program with the school this year
 - Child Protection Curriculum introduced
 - Life Education Van - Healthy Harold
 - Auslan every Thursday with the Auslan teacher and SSO
 - Data from the Teacher Rating of Oral Language (TROLL) and Phonological Awareness demonstrated significant growth for ALL children. All children in Term 4 demonstrated an increase in their oral language and phonological awareness.
 - Increased enrolments for 2020 reaching capacity of 30.
- A commended effort of achievements.

Report from the preschool management committee

As the Parent Governing Council Representative for the Preschool I have had the opportunity to liaise and participate in various activities during Reconciliation Week and NAIDOC Week which has allowed me to incorporate my cultural background within the Preschool. Whilst engaging in these activities with the children I have been able to further their learning around Indigenous cultures and the purpose behind such cultural events. I have built many connections with the families this year and have also had the opportunity to share my role as the governing council representative with them.

This year the Preschool staff and myself have worked together to develop and trial out an agenda for Governing Council meetings. This agenda has been most effective as it allows the Preschool staff to raise any concerns with the Governing Council and then allows me to communicate back any further questions or answers. It also allows us to keep a record of any issues and decisions made for both the school and Preschool and particularly addressing Quality Area 7 in Leadership & Governance.

The children are learning Auslan and great to see their learning being transferred from school to home.

We also had one of our Indigenous children's poppa's come in and help us create some Indigenous artwork and redevelop our cubby house. Families also came in and shared some of their Indigenous dancing too. The preschool also designed and painted their own totem pole for Reconciliation Week with an indigenous artist. I also came in and helped with cooking and crafts.

The Preschool children have worked on units of inquiry on mini beasts, Australian animals, under the sea and occupations. They have also been working on further developing their phonological awareness and concepts of print.

An overall successful year for North Ingle Preschool.

Jess Butler
Preschool Representative
Governing Council

Quality improvement planning

The 2019 Quality Improvement Plan was reviewed and updated with input from the preschool educators, school community members and the Early Childhood Leader.

1.1.2 Staff are recording in the 'ideas book' and finding children are having their ideas extended more regularly than before. Ideas from the 'ideas book' are implemented into the program allowing staff to follow the children's interest more frequently. Children approach with ideas and the environment is modified.

1.3.3 See Saw has been introduced and the families are enjoying being able to see the experiences that have been planned to assist in the children's learning. Parents are occasionally approaching staff to discuss ideas about the program or any interests the children have at home can then be adapted into the Preschool environment.

3.1.1 Staff have begun exploring ways in which to make the quiet area possible outside. Conversations have also begun with the children around the quiet area and what this means to them.

3.2.1 Garden beds have been created thanks to a parent volunteer. The children have begun to plant some flowers and vegetables into the garden beds ready to use our vegetables in our cooking. Staff have been working on sourcing more native plants for the garden beds to allow the children to learn about native plants also.

3.2.3 Children beginning to remember to turn off the taps after washing their hands. Children are also starting to use their leftover water to water our plants and vegetables. Children are reducing the amount of water they are wasting and are working on ensuring taps are not left running. Families are also making more of an effort to discuss with children the importance of saving water.

4.2.2 Staff have engaged in professional learning during Pupil Free Days, release days and Professional Learning Communities in reading. As a team staff chose to use the Wednesday's afternoon to delve deep into the everyday running of the preschool. Staff have improved on their ability to reflect individually and as a team which has helped to create a more engaging environment where children's ideas and needs are met. Staff attended professional development led by the Partnership's early childhood leader. Staff delved deeper into the preschool literacy indicators focussing on oral language. Staff have begun using the TROLL-PA tools to collect and analyse the data around each child's oral language and phonemic awareness.

5.2.2 Staff implemented the Keeping Safe Child Protection Curriculum to assist the children in discussing their feelings and emotions. This resulted in children using expressive language and communicating with one another about how they are feeling during their play. Staff saw a significant improvement in children's ability to self-regulate and ability to discuss their feelings and emotions with one another. This was further supported through visual stories, whole group and small focus group learning experiences and role play where staff supported children to talk about their emotions and how to manage them. Staff have implemented a first and then chart to assist those children who need visual aids. Yoga has also been introduced daily to assist the children in self-regulating and expressing their feelings.

6.1.2 Staff have sent home information to families encouraging involvement in preschool learning experiences. Staff actively engaged with parents and families daily and encourage parent involvement in the preschool program.

7.1.2 Staff document weekly staff meetings onto new developed template with follow up actions. Preschool Parent Rep liaises with staff and provides an updated report from their meetings to the Governing Council twice a term.

We will continue to focus on learner improvement and development.

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2016	28	30	30	30
2017	18	20	26	29
2018	26	30	29	29
2019	19	20	20	20

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

2019 demonstrated a decreased number of overall enrollments from previous years which resulted in decreased staffing. Currently enrolled are 20 full timers including two indigenous children, two of which are 3 years of age. A benefit to being a smaller school and having a close connection with families encourages younger siblings to be enrolled in our preschool. Other children have enrolled due to parents within the school highly recommending our site. Our on-site Playgroup has positively influenced new families enrolling their children into the preschool and school community. As is our practice all absences are noted on the roll and in the Early Years System (EYS). All absences with no notification are followed up by a phone call or email to families where possible. Our newsletters continue to promote attendance at preschool and school with information about how low attendance can impact on learning and children's social and emotional well-being. 2020 brings capacity enrolments.

Attendance

Year	Term 1	Term 2	Term 3	Term 4
2016 centre	91.3%	91.0%	90.3%	87.8%
2017 centre	94.4%	86.5%	81.2%	81.4%
2018 centre	93.0%	88.7%	86.6%	88.3%
2019 centre	82.1%	93.3%	95.0%	
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

Our attendance percentages for 2019 have been positive. Terms 2 and 3 saw attendance improve higher than the state average, achieving as high as 95%.

Staff follow up with any absences on a daily basis and keep regular and daily communication with parents and families. Preschool staff have a genuine care for each and every child, their wellbeing and attendance which is clearly communicated to parents and families.

Our preschool staff continue to develop and maintain positive relationships with children and families to ensure a strong sense of belonging within the preschool and wider school community.

The Preschool offers an extensive and engaging learning environment for inside and outside play with intentional planning to support children's curiosity and interest.

North Ingle Preschool will continue to promote daily attendance.

Destination schools

Feeder Schools (Site number - Name)	2016	2017	2018	2019
8205 - Blackfriars Priory School	0.0%	0.0%	0.0%	5.0%
897 - Elizabeth Grove Primary School	3.0%	0.0%	0.0%	0.0%
8419 - Good Shepherd Luth Sch - Para Vista	0.0%	0.0%	4.0%	5.0%
1162 - Ingle Farm Primary School	0.0%	0.0%	4.0%	5.0%
1183 - North Ingle School	88.0%	95.0%	86.0%	75.0%
9115 - Prescott Primary Northern	0.0%	0.0%	4.0%	0.0%
9065 - Rosary School	0.0%	0.0%	0.0%	5.0%
1177 - Salisbury Heights Primary School	3.0%	0.0%	0.0%	0.0%
8006 - St Francis Xavier's Regionl Cath Sch	3.0%	0.0%	0.0%	0.0%
8439 - Tyndale Christian School	0.0%	4.0%	0.0%	5.0%

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

Historically, there has been a significant overall percentage of more than 85% of children enrolling at North Ingle School over a 3 year period from 2016 -2018 as they exit the Preschool.

Positive working relationships with the school community has been evident in community events, buddy class activities and the fortnightly assemblies to promote student learning, well-being and achievements in a P -7 supportive learning environment.

Four families were undecided on destination schools in the beginning of 2019 and have since enrolled for Reception at North Ingle for 2020. A positive outcome for the school's growth.

Client opinion summary

12 Parents/Caregivers completed the online 2019 Opinion Survey. Responses confidently ranged between Agree to Strongly Agree within the 4 domains.

Quality of Teaching and Learning

My child is always happy to come to Preschool. Always coming home telling me what they had learned or done that day. The teachers and staff are very eager to teach my child. My child enjoys coming to Preschool and engaging with the experiences that are set out.

Support of Learning

My child is very much happy after attending this preschool despite having been to a previous preschool. The teachers and staff are very much supportive to the children.

My child enjoys going to preschool and tells me about the day. There seems to be good behaviour management strategies put in place. You have excelled in this area. My child has blossomed in confidence and loves learning.

Relationships and Communication

Staff are extremely welcoming; friendly and helpful. They organise extra help/support for those children who have English as a second language.

I am always kept up to date about my child's learning and any other events about the preschool. I am always given opportunities to join in whether it is in the Preschool or on an excursion.

I do really like the Seesaw App and the staff are very good at using this to send photos and other information.

Leadership and Decision Making

There are opportunities for parent input into the curriculum; and information provided in the entry area.

Other Comments

Fantastic helpful staff who give the children a great start in their school life.

I was very impressed with the preschool as compared to the previous preschool that my child had attended in a short amount of time.

The teachers and staff really make sure that the child is very welcome and that he felt safe. They really find ways to nurture the child. I really felt confident to leave my child with them.

Relevant history screening

All staff, parent volunteers, Governing Council members and third party providers who work on site present with a current DCSI Child Related Clearance. Responding to Abuse & Neglect Training is completed by all staff. A hard copy of the approved clearance is presented to the Principal and kept on site. All approved clearances are entered onto EDSAS by the Administration Officer.

The Teacher Registration Board endorses all clearances of their employees prior to any appointment to the school.

Records are also kept on Eduportal of staff trained in the Keeping Safe Child Protection Curriculum.

Financial statement

	Funding Source	Amount
1.	Grants: State	
2.	Grants: Commonwealth	
3.	Parent Contributions	\$4,250
4.	Other	

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	Staff attended extensive Professional Learning Opportunities with Stephen Graham which explored the concepts of print and oral language. LDAR sessions further explored the 3 tiers of vocabulary, syllables and rhyme and phonological awareness in the Preschool.	TROLL/PA data taken in Term 4 has seen a significant increase in children's oral language and phonological awareness.
Improved ECD and parenting outcomes (children's centres only)		
Improved outcomes for children with disabilities	In Term 4, one on one teacher support was used to fund a child with Autism Spectrum Disorder to help engage in the preschool curriculum and routines. This child attends Early Entry one day per week for 6 hours and was supported by implementing boundary structures to better support his safety and wellbeing.	Child was successful in following preschool routines. Child was supported one on one in his learning.
Improved outcomes for non-English speaking children who received bilingual support	Preschool Support Bilingual Funding enabled the employment of 2 BSSO staff to support the language acquisition of EALD children whose home language was Hindi and Farsi over 2 terms providing 3 hours per week.	BSSO staff provided 1:1 support each week, enabling bilingual dialogue, interactions and promoting cultural connections with the family.

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