



Woodcroft Heights
Children's Centre
for Early Childhood
Development and Parenting

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Woodcroft Heights Children's Centre Annual Report 2015



Government of South Australia

Department for Education and
Child Development

1. CONTEXT

Preschool Name: Woodcroft Heights Children's Centre

Preschool Number: 3625

Preschool Director: Marian Nayda

Partnership: Panalatinga

2015 was a busy and productive year at Woodcroft Heights Children's Centre. Staff worked tirelessly to support and challenge children to achieve optimal learning and development outcomes within the context of DECD strategic directions and local needs. The number of preschool enrolments was steady when compared to enrolments in 2014 (but marginally lower than in recent years reflecting the enrolment zone in place at Woodcroft Primary School). The number of children with identified additional needs was significantly higher than those enrolled for many years (approximately double).

Our Occasional Care program was in high demand once again but ran smoothly alongside of our preschool program

The year saw the engagement of a number of new staff to support our community development and family support programs. A part time Family Services Coordinator, Speech Pathologist and Occupational Therapist, started at the centre during the year, bringing an increase in the knowledge and skills available to support the learning and development of children and families in the local area.

Centre operations were impacted to some extent by staff long service leave together with unexpected sick leave.

2. REPORT FROM GOVERNING COUNCIL

2015 was a very busy, productive and exciting year for the Governing Council. As usual we had a group of enthusiastic dedicated members who were willing to assist with fundraising for our fantastic Children's Centre.

This year with hard work and commitment our council has been able to achieve a lot through the fundraising efforts, which included:

- Woodcroft Heights T- Shirts and windcheaters
- Book Club
- Heather Brae slice drive
- Toy Catalogues
- Book Fair during Book week
- End of Term Family days
- Advanced Life Photography
- Mothers' and Fathers' day shops
- Christmas and Easter Raffles including lucky squares
- Kyttons Easter Bakery drive
- Picture Mugs

This fundraising has been well supported by our community and allowed us to purchase various resources for our centre, including toys and educational products for both preschool and community rooms.

Throughout this year we also contributed to our community by supporting Red Nose day for Childhood Cancer, Footy Colours day for Cancer Foundation, Harmony Day celebrating other cultures and customs, Pancake Day for underprivileged members of our community through Uniting Care and Food Hampers in partnership with Food bank to a number of families experiencing financial stress.

At the end of each term we held a family day, which benefited the centre by creating a sense of community, giving parents, family and friends the opportunity to get to know their children's friends and teachers. The days are always well supported. In term 4 we held a special 'End of Year Celebration' evening, which was a great success with the children performing in the arts centre at the Woodcroft Primary School, entertaining their family and friends. The families enjoyed a Subway dinner and the Christmas raffle was drawn with many excited children taking prizes home. This celebration was a wonderful event to end off a fantastic year.

It has been a privilege working with the Governing Council members over the past year and I wish the Governing Council for 2016 all the best.

Sarah Sheedy

2015 Governing Council Chair

3. HIGHLIGHTS 2015

Highlights for 2015 included an exceptionally strong engagement of children in literacy, numeracy and physical based learning experiences underpinned by a focus on movement and dance.

A Panalatinga Partnership Professional Learning Day in June built a positive connection for staff with the DECD Partnership concept and brought a significant commitment by staff to promoting resilience and intellectual stretch in teaching and learning experiences.

The expansion of our staff team to include a new Family Services Coordinator, Speech Pathologist and Occupational Therapist brought a major ability for us to provide support and learning opportunities for our immediate centre and broader southern suburbs community.

4. QUALITY IMPROVEMENT PLAN

PRIORITY AREA: QA1 Educational Program and Practice

| Where do we want to be? (Strategic Directions) | How will we know? (Success Measures) | What have we achieved? (2015 Outcomes) |
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| <p>All children will show strengthened knowledge and skills in</p> <p>1. Being socially responsible and respectful of the environment (EYLF – Children are connected with and contribute to their world)</p> | <ol style="list-style-type: none"> 1. Children, staff and families have implemented an expanded range of environmentally sustainable practices, record data, evaluated outcomes and can articulate their understandings about these practices 2. Food packaging in general waste is low 3. A second compost bin is operational and used in 'rotation' with the first bin and output from the worm farm to support the vegetable gardens. 4. Staff have reflected on outcomes at staff meetings throughout the year | <p>Throughout 2015 our community continued to work collaboratively to build understandings and commitment to environmentally sustainable practices. 'Ecobins' were introduced and gradually embedded across activity spaces in the centre. Staff worked with children to build understandings of different bins and to promote commitment to their use across the community. Visual displays were created for the preschool and front desk area to support the new system.</p> <p>Implementation was monitored and discussed at staff meetings throughout the year. As the year progressed staff noted an increase in children's capabilities to articulate their understandings about the different bins as they disposed of rubbish. Children also noted continuity between the Children's Centre 'Ecobin' system and that used at Woodcroft Primary.</p> <p>The centre worm farm and compost bin continued to support recycling processes and utilisation was also monitored and discussed regularly at staff meetings.</p> <p>Gardening experiences which included planting, tending and harvesting vegetables provided significant learning experiences and connection with the natural environment. Children built understandings of lifecycles and measurement as they observed and compared plants as they grew, companion planting, general needs of plants and healthy eating as they enthusiastically engaged in gardening activities. Bushes planted as part of 'Planet Ark' Schools Tree Day also promoted environmental education.</p> |

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| <p>1. how symbols and pattern systems work (EYLF – ‘Children are Effective Communicators’)</p> | <ol style="list-style-type: none"> 1. Staff have strengthened the implementation of learning experiences to support children’s increased understandings of a variety of symbols and patterns 2. Staff can articulate how learning experiences have supported this outcome. 3. All children will show interest and engagement in learning experiences with symbols and patterns and will demonstrate their growing understandings. 4. Staff have reflected on outcomes using DECD tools. 5. Outcomes have been discussed and recorded in staff and governing council meetings and reports, centre displays and children’s records | <p>Families once again continued to take food scraps for family pets, promoting links between centre learning and family practices.</p> <p>Throughout 2015, staff provided broad ranging experiences to promote children’s understandings of symbols and patterns. All educators attended an ECLF facilitated by Julie Orchard from Windmill focussing on ‘Performance’ Literacy’. This provided a significant opportunity to for staff to strengthen their understandings of the connection between literacy and the arts as part of our literacy program for the year.</p> <p>In term 1 an excursion to the Come Out performance of Carnival of the Animals together with a ‘Dancify’ music/rhythm and dance series in term 2, provided valuable opportunities for children to build their physical skills while promoting literacy and numeracy skills (rhythm, patterning and number). A showcase organised for parents and extended family at the conclusion of the series was very well attended and supported home/centre partnerships.</p> <p>A parent extended our dance/literacy focus further by demonstrating ‘Tap’ dancing to children.</p> <p>Children also enthusiastically explored patterns, sequences and rhythm through a range of dance styles via the internet (ballet, tap, traditional Maori ‘poi’, dance sequences from musicals such as ‘Cats’).</p> <p>In term 3, an excursion to the Patch Theatre production ‘The Moon’s a Balloon’ stretched children’s imagination and symbolic thinking. Children were, for example, encouraged to use their imaginations to think about what the moon could be or be made of. A performer from the production who visited the centre (Ros) challenged children to use their imaginations to build on their theatre experience to consider what balloons (used in the performance) could represent (eg ball, animal with tail etc). Ros also expanded the ‘flocking’ theme that had been introduced prior to the performance.</p> <p>Throughout the year children were given the opportunity to explore symbols and patterns through exploring different languages. A focus on Auslan signing through our ‘word of the day’ and songs accompanied by ‘signing’ continued. A parent supported children’s knowledge of Spanish by writing common words which were displayed around the centre. Children also learnt to sing a well known song (‘Heads and Shoulders’) in Spanish and were introduced to ‘Twinkle Twinkle’ in Italian. Children learnt and sung a Kaurna Welcome song during the year and showcased their skills at our end of year family celebration and to one of the classes visited during our transition program at Woodcroft Primary.</p> <p>A number of other targeted experiences promoted children’s literacy development including ‘Jingo the Clown’ who presented</p> |
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| <p>3. Use of ICT has been expanded to access information, investigate ideas and represent their thinking.</p> <p>Staff are focussed, active and reflective in designing and planning, delivering, documenting and evaluating programs for each child in line with Numeracy and Literacy Results Plus initiative</p> | <p>Children have engaged productively in the use of new/different ICT technologies to expand their learning.</p> <p>Children's numeracy and literacy understandings have been expanded and enhanced through the use of technologies.</p> <p>The Director has engaged in Professional Development Expectations of the initiative for 2015 have been met.</p> | <p>'Frog in a book', Wobbles the Clown who presented 'Athletical Antics' (with JP children from Woodcroft Primary) and an Aboriginal storyteller shared Dreaming Stories. A 'Little Rockers Disco' extended children's engagement music that was streamed live via the internet. Funds were also raised for SIDS as part of this program. A Literacy & Numeracy Open evening in September promoted literacy & numeracy learning in the preschool playbased learning environment, promoting links between our educational learning environment and learning in the home based family environment.</p> <p>Grant funding was successfully won from the Onkaparinga Council to create a butterfly garden. Planning for the garden provided an opportunity for children to develop their representational skills as they developed maps/drawings.</p> <p>A number of visiting 'creatures' also supported children's understanding of patterns and symbols (turtles, frogs, silkworms, stick insects) – children noted patterns on the turtle shells, and represented other creatures through drawing.</p> <p>The internet was used extensively to support our program mainly in the form of 'You Tube' videos. Various styles of dance were compared ('The Time Warp (early childhood appropriate), The NutCracker Suite, 'Cats', 'Riverdance', gymnastics, 'Rap' dancing) to promote our focus on sequence, patterning and rhythm as part of our literacy and numeracy focus. Research into volcanoes was undertaken. The internet was also used to research flocks of birds in flight and how they change direction (linked to Patch theatre excursion – movement of balloons in air). Wireless technology expected to be connected as part of a DECD priority was not made available.</p> <p>Our Director engaged in the DECD Numeracy and Literacy Results Plus leaders learning program (focused on the four expectations of the initiative – Track and monitor every learner's growth, Have a numeracy and literacy improvement cycle, Enact changes in pedagogical practice, Identify and enact clear intervention processes). Commitment to the initiative included participation in statewide professional learning events and sharing of key concepts at Partnership meetings, working with other local school and early childhood leaders to develop and engage in a learning program for preschool leaders from southern area Partnerships compilation of a final report. Knowledge explored informed site based staff meeting discussions during staff meetings.</p> <p>All teachers and ECWs from the site participated in a Partnership Pupil Free day in June. Following this event all educators developed a 'Commitment to Action' focused on building children's resilience and intellectual stretch. These statements</p> |
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| | | <p>were discussed with the Director and integrated into staff Professional Development Plans. The Partnership event together with staff meeting explorations supported staff to encourage children to engage productively in 'challenges' as part of regular curriculum. Signs were placed around the preschool to support staff in working with children to promote these concepts.</p> <p>Site engagement with the Numeracy and Literacy Results Plus initiative was strengthened during 2015 by familiarisation with the DECD Preschool and Numeracy Indicators. Teachers participated in a full day introductory session to the Indicators in June. Staff meetings were used to deepen understandings of key organisers of the Indicator 'charts' and to make links with EYLF and the Australian Curriculum. Understandings gained were used to increase rigor in pedagogical practices and reporting on outcomes.</p> |
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Children's Learning Outcomes (Summative Report Data)

| Learning Outcomes (EYLF) | Boys (%) | Boys (%) | Boys (%) | Boys (%) | Girls (%) | Girls (%) | Girls (%) | Girls (%) |
|---------------------------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|
| | Well Developed 2012 | Well Developed 2013 | Well Developed 2014 | Well Developed 2015 | Well Developed 2012 | Well Developed 2013 | Well Developed 2014 | Well Developed 2015 |
| Sense of Identity | 96.6 | | 94.4 | 85.7 | 98.2 | | 96.5 | 95.7 |
| Connected & contribute to their world | 96.6 | | 100 | 96.4 | 100 | | 98.2 | 100 |
| Sense of Wellbeing | 84.7 | | 100 | 87.5 | 100 | | 98.2 | 100 |
| Confident Involved Learners | 94.9 | | 98.1 | 92.9 | 100 | | 100 | 97.9 |
| Effective Communicators | 78 | | 96.3 | 85.7 | 94.7 | | 96.5 | 89.4 |

EVALUATION OF OUTCOMES

In 2015 staff, children and families demonstrated a strong commitment and significant engagement in learning experiences provided to support the outcome 'Being socially responsible and respectful of the environment'. Our focus on Children understanding how symbols and pattern systems work as part of the EYLF 'Children are Effective Communicators' outcome provided many exciting opportunities for children to develop their understandings of representing meaning using multiple symbolic representations. Engagement with the DECD Numeracy and Literacy Results plus initiative and Preschool Numeracy and Literacy Indicators provided a firm base for further exploration in 2016. ICT was used to expand children's knowledge and understandings, particularly to support key literacy and numeracy concepts..

2015 Summative report data highlights high levels of development and achievement. Whilst most data was similar to the average of data recorded between 2012 and 2014 (data was not collated in 2013), overall outcomes for boys in the area of 'Sense of Identity' was a little lower, a reflection of the significantly higher number of children with identified developmental delays who were enrolled during the year. (approx. double average). Children who presented in developmental delays were provided with targeted support to assist them to achieve their maximum potential and transition to new learning environments positively.

IMPLICATIONS FOR FUTURE PLANNING

In 2016 staff will continue to embed and expand our commitment to 'Being socially responsible and respectful of the environment' through targeted activities with children (including introduction new composting bins and purchase of additional bins for office areas) and by collaborating with parents and the broader community to promote environmental sustainable practices. Staff will utilise grant funding received from the Onkaparinga Council to integrate development of a Butterfly Garden into our regular curriculum.

Staff will continue to provide experiences which maximize children's literacy and numeracy achievements, using departmental tools (including Numeracy and Literacy Indicators) to monitor and record children's learning outcomes. Opportunities to strengthen links between home, the centre and junior primary based numeracy and literacy practices (including playgroups, Occasional Care and preschool) will continue to be explored.

An application for an ACECQA 'Excellence' rating will be explored.

PRIORITY AREA: QA2 Children's Health and Safety

| Where do we want to be ? (Strategic Directions) | How will we know? (Success Measures) | What have we achieved? (2015 Outcomes) |
|--|--|---|
| <p>Children and families continue to build participation in physical activity</p> | <ol style="list-style-type: none"> 1. Learning experiences have been developed, implemented and evaluated which promote fundamental movement. 2. Children have been engaged in targeted physically active experiences in natural environments 3. Families demonstrate understanding and commitment to physical activity through anecdotal comments and engagement with centre learning experiences 4. Information about physical activity is shared with families through newsletters, and centre displays. 5. Dance experiences have supported children active engagement in physical activity | <p>During 2015 staff promoted children's physical development through a focus on 'Fundamental Movement' skills as part of regular programming. Children engaged well in these experiences and staff ensured that all skills were offered over the course of the year (balance, locomotion and ball skills)</p> <p>An excursion to Robertson Reserve in term 1, promoted physical activity in the outdoor environment. 'Nature Play Passports' distributed later in the year encouraged families to spend time with their children in the outdoor environment in physical activity.</p> <p>Our 'Dancify' series was a high energy experience which promoted development of physical coordination and a range of skills. A very significant number of parents and extended family members attended a 'showcase' event at the conclusion of the series.</p> <p>In term 3, children participated in the 'Premier's Be Active Challenge' and received medals to recognise their achievements. Nick Warren who coordinated the program across the state presented sessions for children to reinforce concepts introduced by staff during the year.</p> <p>Information in newsletters and centre displays and a school holiday program in the term 2-3 break was also used to promote partnerships with parents and the community in promoting healthy lifestyles.</p> |

EVALUATION OF OUTCOMES

Throughout 2015 wide ranging experiences provided opportunities for children to participate in holistic, fun experiences with a focus on them being physically active in the outdoor environment. Children expanded their physical capacities and were supported to develop their understandings of the importance of keeping 'fit and healthy'. External support from agencies such as NaturePlaySA, NRM and the Premier's Be Active program assisted us in our work. Experiences offered created constructive opportunities to promote healthy lifestyles amongst families and hence to promote sustainable healthy family lifestyle choices.

IMPLICATIONS FOR FUTURE PLANNING

During 2016 staff will continue to look for opportunities to work in partnership with NRM, families and with other community groups (including 'Dancify', 'Little Athletics') to promote physical activity as part of children's holistic development.

PRIORITY AREA: QA6. Collaborative Partnerships with Families and Community

| Where do we want to be? (Strategic Directions) | How will we know? (Success Measures) | What have we achieved? (2015 Outcomes) |
|--|--|---|
| <p>Continuity of learning and transitions for each child are supported by sharing relevant information (including home, Occasional Care, preschool, school and other agencies and settings as appropriate)</p> <p>Community development is strengthened through universal and targeted family support programs</p> | <p>1. Joint school/preschool professional development activities have been undertaken. Staff have implemented relevant new learnings</p> <p>2. An effective transition process for children in place for all children moving between education and care settings.</p> <p>Parents and community members engage in new programs and report positive outcomes</p> | <p>During the year preschool teachers worked closely with staff from Woodcroft Primary School to provide a year long 'transition' program. Children from junior primary classes regularly visited the preschool with teachers and members of the leadership team. Preschool children also regularly visited school classes with preschool staff. Cross sector visits provided the chance to promote curriculum continuity as staff from each sector interacted with each other, viewed different pedagogical approaches and engagement of children in learning experiences at different developmental stages.</p> <p>Preschool staff and junior primary staff met together for a dinner meeting early in the year. Staff from both sites attended Professional Learning sessions concurrently (ECLF, Partnership Pupil Free Day). Significant discussions together with trialing of new software ('Class Creator') took place in the latter part of the year to support appropriate class placements for children in their Reception year.</p> <p>Regular reporting at staff meetings and sharing of written statements of learning for Occasional Care children supported continuity of learning for children as they entered our preschool program.</p> <p>Staff worked continuously throughout the year to provide opportunities to promote continuity of learning between home and centre programs. Newsletters, centre displays, Nature Play passports and Dancify showcase sessions supported partnerships with families.</p> <p>A new FSC and Speech Pathologist and Occupational Therapist commenced at the centre in term 2 and worked with our Community Development Coordinator to strengthen the services available to support families from within the centre and broader community in their parenting role.</p> <p>A Financial Literacy program for a small group of families was very well received.</p> |

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| | | <p>School holiday programs planned and implemented jointly by the 'community' staff at the end of terms 2, 3 and 4 were well attended received good feedback.</p> <p>A targeted 5 week long playgroup facilitated by our SP&OT ('SPOTlight' group) was offered in term 3. The group was well attended and feedback was positive.</p> <p>In term 4 a six week 'Tuning into Kids' program was offered in two different time slots. The group had close to capacity attendance for all of the six weeks with positive feedback.</p> <p>During the year a number of community organisations were supported through events such as 'Pancake Day', 'Little Rockers Red Nose Disco' and 'Footy Colours Day' and Salvos 'Santa's Sack'.</p> <p>Families SA, CaFHS and Anglicare facilitated a range of programs for parents.</p> |
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EVALUATION OF OUTCOMES

Collaborative partnerships with families and the community were a feature of services offered during the year. A focus on transition and continuity of learning, particularly with Woodcroft Primary School and in reporting processes between Occasional Care helped to support smoother pathways for children as then transitioned across early childhood programs. Our family support and community development programs continued to consolidate and expand with positive feedback from participants.

IMPLICATIONS FOR FUTURE PLANNING

In 2016 staff will continue to build connections with staff, agencies and families with young children who work and live in the southern area of Adelaide. Transition and curriculum continuity between early childhood sectors and programs will continue as a focus area. Our family support and community development programs will continue to be monitored, developed and adapted to meet community needs.

PRIORITY AREA: QA7 Leadership and Service Management

| Where do we want to be? (Strategic Directions) | How will we know? (Success Measures) | What have we achieved? (2015 Outcomes) |
|--|--|---|
| <p>Performance Development processes are rigorous and reflect DECD policy and AITSL standards</p> | <p>All staff take an increased role in 'leading' performance development processes</p> <p>Use of the Australian Professional Standards for Teachers guides performance development for teachers</p> <p>All staff have an understanding of Partnership Performance and Development review processes</p> | <p>All staff developed Performance and development Plans that aligned with DECD policy. Teachers used the Australian Professional Standards for Teachers as part of their recording of their Professional Learning.</p> <p>Education staff updated their plans with 'Commitment to Action' statements following the Panalatinga Partnership Professional Learning Day in June.</p> <p>Our Director participated in a DECD Partnership Review process.</p> |

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| <p>Vision and philosophy statements are reviewed and underpin current centre operations</p> | <p>Staff and Governing Council will reflect upon and update statements</p> | <p>The centre vision and philosophy underpinned centre operations during the year.</p> <p>Our Vision Statement was reviewed in term 4 as part of a formal QIP review process at a staff meeting.</p> |
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EVALUATION OF OUTCOMES

During 2015 all staff participated well in Performance and Development processes using the centre QIP, AITSL (teachers) and DECD resources to support them to lead their engagement in the centre processes. Review of the centre vision statement provided a valuable opportunity for staff to focus on the key directions that underpin all centre operations.

IMPLICATIONS FOR FUTURE PLANNING

In 2016 staff will continue to strengthen participation in Performance and Development processes. Information collated as part of the review of our Vision statement will be consolidated into a new statement.

5. INTERVENTION AND SUPPORT PROGRAMS

During the year preschool children who were identified as having additional needs were referred to appropriate support services. Professional assessments undertaken if indicated. Our preschool support worker and staff team provided appropriate targeted intervention strategies to maximise learning opportunities for children who qualified for additional support. Parents who approached the centre during the year with appropriate documentation from professionals and children with limited English language skills were offered Early Entry sessions in term 3 and 4. Staff engaged with external agencies (increasingly as part of NDIS funded intervention services) as needed (eg allied health professionals) to plan for targeted intervention strategies within our play based preschool curriculum and to ensure positive experiences for children at significant transition points (eg Occasional Care/playgroup/early entry into preschool and preschool into formal schooling). A small amount of Bilingual funding available to the centre was utilised effectively to employ a Bilingual Worker. There were no 3 year old children enrolled under the Aboriginal 3 year old Family Literacy Program in 2015. All children who received targeted intervention support made significant gains in their learning and development.

Targeted support for a number of families was provided through our partnership with Anglicare and associated partner agencies (eg Families SA). Our 'Acorn' and 'Little Oaks' programs supported families with high needs and challenging life situations to develop their confidence and skills to provide the best opportunities for their children to achieve their optimal life outcomes.

CAFHS provided both universal and targeted intervention and support programs during the year for families from within the broader community. 'Early Parenting Group' sessions (six week courses) supported new parents to develop their knowledge and skills as effective parents of their newborn children. These groups had close to capacity enrolments for each course. Regular CAFHS clinics provided opportunities for parents (from the broader community) to interact with nursing staff to ensure the development of their babies and young children was progressing well. Breast feeding clinics provided opportunities for parents experiencing feeding difficulties to receive targeted advice and support for their children.

Four universal family playgroups offered during school terms provided valuable opportunities for more than 50 parents and children to meet each week to develop community connections and healthy developmental experiences for children. A targeted support group for families whose children had spent time in the Neo Natal unit at Flinders Medical Centre and a group for carers of children under the Guardianship of the Minister were highly valued by families who attended. Our Foster Carer support group continued to provide a practical and informative role within the centre. Participants interacted well with each other and with guest speakers who attended. An average of approximately six families per week attended our Neonatal support group and Foster Carers groups, highlighting the important role this group has played in supporting families with very young children.

6. STUDENT DATA

6.1 Enrolments

Figure 1: Enrolments by Term

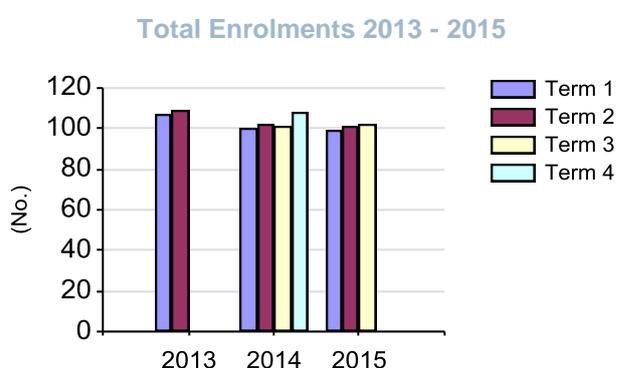


Table 1: Enrolments by Term

| Enrolment by Term | | | | |
|-------------------|--------|--------|--------|--------|
| Year | Term 1 | Term 2 | Term 3 | Term 4 |
| 2013 | 107 | 109 | | |
| 2014 | 100 | 102 | 101 | 108 |
| 2015 | 99 | 101 | 102 | |

Based on person counts in the two week reference period each term.

Excludes pre-entry.

Source: Preschool Data Collection, Data Management and Information Systems

ANALYSIS OF TRENDS

2015 enrolment data shows that enrolments during the year were similar to enrolment numbers recorded in 2014 but lower than that recorded in 2013 (and recent prior years). The school zone currently in place at Woodcroft Primary School which limits enrolments to the immediate local area is expected to affect enrolment numbers for the foreseeable future. Enrolment trends will continue to be monitored in 2016.

A small number of children from culturally and linguistically diverse backgrounds were enrolled at our centre in 2015 bringing a richness in cultural and linguistic experience within the community. As in recent years, a very small number of children identified as ATSI enrolments were recorded.

6.2 Attendance

Figure 2: Attendance by Term

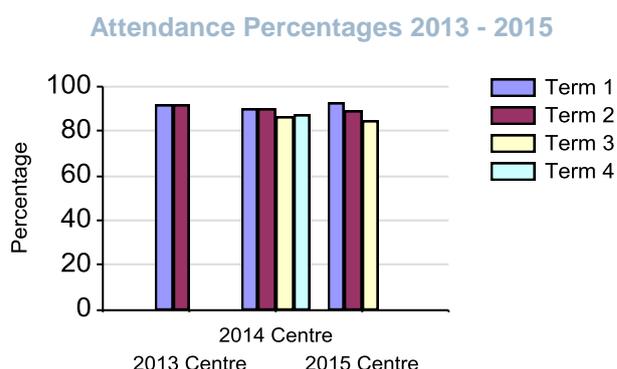


Table 2: Attendance Percentages 2013 - 2015

| Attendance Percentage | | | | |
|-----------------------|--------|--------|--------|--------|
| Year | Term 1 | Term 2 | Term 3 | Term 4 |
| 2013 Centre | 91.6 | 91.7 | | |
| 2014 Centre | 90.0 | 90.2 | 86.1 | 87.0 |
| 2015 Centre | 92.9 | 89.1 | 84.3 | |
| 2013 State | 88.7 | 88.0 | | |
| 2014 State | 90.0 | 88.9 | 86.1 | 87.1 |
| 2015 State | 90.5 | 88.5 | 86.3 | |

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

ANALYSIS OF TRENDS

An analysis of attendance data shows that attendance percentages were comparable with those recorded in recent years. Overall attendance is very marginally higher than the state average. The data suggests that the structure of preschool provision offered (2 full days and one ½ day per week) is meeting community needs although attendance on Wednesdays (the half day sessions) will be monitored in 2016. Attendance data for children from Aboriginal and Non English Speaking Backgrounds has been recorded but has not been reported to maintain confidentiality of children (due to small numbers of children).

6.3 Destination – Feeder Schools

Feeder School Percentage Data

Table 3: Feeder School Percentage Data 2013 - 2015

| Feeder Schools | | | | |
|------------------------------------|-----------|--------------|--------------|-------------|
| Site number - Name | Type | 2013 | 2014 | 2015 |
| 0379 - Reynella Primary School | Govt. | 2.6 | 1.1 | |
| 0637 - Brighton Primary School | Govt. | | 1.1 | |
| 0640 - Hallett Cove School | Govt. | | 1.1 | |
| 1059 - Pimpala Primary School | Govt. | | 1.1 | |
| 1163 - Braeview School R-7 | Govt. | 1.3 | 1.1 | |
| 1776 - Woodcroft Primary School | Govt. | 87.0 | 80.0 | 88.6 |
| 1907 - Reynella East College | Govt. | | | 1.1 |
| 8014 - Woodcroft College Inc | Non-Govt. | 1.3 | 2.1 | 1.1 |
| 8390 - Prescott College Southern | Non-Govt. | 2.6 | 5.3 | 2.3 |
| 8405 - Emmaus Christian College | Non-Govt. | | 1.1 | |
| 8435 - Pilgrim School | Non-Govt. | | 1.1 | 1.1 |
| 8498 - Tatachilla Lutheran College | Non-Govt. | 1.3 | | |
| 9124 - Antonio Catholic School | Non-Govt. | 1.3 | 2.1 | |
| 9755 - Emmaus Catholic School | Non-Govt. | 2.6 | 3.2 | 5.7 |
| Total | | 100.0 | 100.4 | 99.9 |

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

ANALYSIS OF TRENDS

Destination data shows that Woodcroft Primary School continued as the school destination for most children enrolled at our centre. The diversity in the number of government schools in which children were enrolled in 2014 is not replicated in the data collected in 2015. It is thought however, from anecdotal data, that a number of families did not finalise school enrolments for their children until very late in the year and that the diversity of schools where children were enrolled was significantly greater than that captured at the time the destination data was collected. It is thought that families who live outside of the Woodcroft Primary School zone, in particular, explored options for their children before committing to a particular school. As in past years a number of children were enrolled in a variety of non-government schools. Destination data will continue to be recorded and monitored into the future.

7. CLIENT OPINION

| Year | Quality of the teaching and learning | Support of Learning | Relationships and Communication | Leadership and Decision Making |
|------|--------------------------------------|---------------------|---------------------------------|--------------------------------|
| 2012 | 4.34 | 4.58 | 4.23 | 4.35 |
| 2013 | | | | |
| 2014 | 4.43 | 4.4 | 4.38 | 4.17 |
| 2015 | 4.5 | 4.45 | 4.36 | 4.17 |

ANALYSIS OF DATA

Data collected in the Parent Opinion survey shows high levels of satisfaction in all areas of the centre operations. An in-depth analysis of all questions reveals that families believe that teachers are enthusiastic in their teacher and make learning interesting and enjoyable. Parents also considered that their children were happy at the preschool and that the environment was safe and secure. An area for continuing exploration includes providing regular information and opportunities for participation in decision making. During 2016 staff will continue to work with the community to maximize learning and wellbeing outcomes for children.

8. ACCOUNTABILITY

All staff have relevant history screenings. Information is stored on the DECD Eduportal. Shared use agreements are developed for community groups. Copies of clearances are kept at the site for Governing Council members, volunteers, visiting staff (eg Anglicare staff) and Work Experience students. Photographic ID is sighted from SA Health and Families SA employees on their first visit.

9. FINANCIAL STATEMENT

| | Funding Source | Amount |
|---|----------------------|-----------|
| 1 | Grants: State (RES) | 714153.60 |
| 2 | Grants: Commonwealth | |
| 3 | Parent Contributions | 34185.00 |
| 4 | Other | 812.00 |