

# Mawson Lakes Preschool

## Annual Report 2015



## 1. CONTEXT

<b>Preschool Name:</b>	Mawson Lakes Preschool	<b>Preschool Number:</b>	4163
<b>Preschool Director:</b>	Sandra Cattel	<b>Partnership:</b>	Hollywood, Lakes & Gardens

Mawson Lakes Preschool is a stand-alone preschool co-located with Mawson Lakes Community Child Care Centre and Mawson Lakes School. The centre offers a bright, light and modern indoor area, a natural outdoor play space and large verandah that can be enclosed in inclement weather. Our preschool has a strong commitment to providing a 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 preschool and with the broader community. Mawson Lakes Preschool has been operating in its present site since January 2007 and as such is a relatively new centre in a still growing suburb. The preschool has established strong relationships with Mawson Lakes School and the Mawson Lakes Community Child Care Centre with many families choosing to use a combination of care and preschool or preschool and school services. The Mawson Lakes community is diverse with a strong International and Defence Force presence. This means that there is a level of transience as many families may be located in SA for a short time and at short notice. The community is also highly culturally diverse with many children beginning preschool with little or no English. Many of our children access a variety of care options due to their family's work commitments.

In 2015 our core staff team included;

Director (1.0)	Sandra Cattel
Teacher (1.0)	Margie Standen
Teacher (0.3)	Sue Cummings
ECW (1.0)	Chris Evans
ECW/finance (1.0)	Jo Mibus
ECW Literacy support/Preschool support	Paula Mattner
ECW (0.1)	Danielle Axisa
ECW Lunch Care	Paula Mattner/Su Hwang
Bilingual Support	Cvija Mitrovic/Miharo Barnett/Su Hwang/Pui Truong

Our team was also supported by regular relief staff – Bronya Keller and Hengi Nazemi.

Since 2010 the preschool has been at capacity, with the centre at times being heavily over enrolled. In 2013 our preschool was successful in gaining \$1.1million in funding to expand on our current site to enable more of our local families access to our centre. So while 2014 was our planning year, 2015 was the year of the build!

## 2. HIGHLIGHTS 2015 ... The Big Build!

Our preparation began in the last week of term 4 2014. With DECD approval our term with children finished on the Monday of week 9, and then the moving began. The staff team – including part time and relief staff who volunteered their time, packed the whole centre into a shipping container provided by our builders, Northern Industries in just four days. By the last official day of term our centre was ready for the work to begin ... and they began the very next day! Building – or tear down, began in the Christmas break of 2014/15 with meetings on site with Chris our builder and Lindsey our architect to ensure everything was going to plan. Chris assured us that he would finish the project by the end of Term 1 ... Lindsey and I weren't so sure. The staff returned in mid-January to a very different site ... we now had two small rooms that were connected by our verandah. The verandah itself was partitioned in one area to provide a small parent foyer. We had no shed, no adult toilets and no kitchen facilities. (thank goodness for the school admin building and staff room!) And it was noisy with the building going on around us. On the second day of our setup as we made our 42<sup>nd</sup> trip back from the container, and saw the new shed slab being poured we could feel the panic rising about the term ahead! We were all very nervous as we waited for our children and families to arrive on the first day of term ... however as soon as we opened the doors it was obvious that our families were 'on board' and there was no need to feel apprehensive. From the first minute our families were so supportive and the children just

accepted the space the way it was and got on with the business of learning. Chris our builder kept to a tight schedule and it soon became apparent that he would finish long before the deadline of July 17<sup>th</sup>. Even the added complexity of Chris (our ECW) and I taking long service leave during the term didn't stop progress. Margie took on my role with ease, and ensured I was always kept up to date with long distance emails, (it was a little strange picking carpet colours from Seaworld and San Diego Zoo!) while Hengi easily slotted into the team taking on Chris' role. I have to say that we had a dream build as it could have been a nightmare ... and we had heard of other preschools that had done similar renovations to ours where it had been a terrible experience. But we had the fantastic luck (or good management!) to have a flexible staff, supportive families, a wonderful project management group headed by Tony Foster, understanding architects in John and Lindsey Williams who really listened to what we wanted and of course an exceptional builder Chris Wilson and his team from Northern Industries. Chris and his team made the experience enjoyable for us all ... nothing was too hard – they regularly changed their work schedules to fit in with our kindy day, answered all our questions and took on other jobs they didn't need to, in order to make our lives easier. Chris and all his team have great communication skills and they know how to work around people, especially children ... his unofficial building tours and regular drop ins to preschool were the highlight of the children's day. True to his word Chris and his team finished during the term 1 break ... though we did have a few scary moments when we discovered the concrete floor had more moisture in it than it should, jeopardising the laying of the floor, but in the end we decided the risk was minimal. Preschool staff also had to contend with repacking everything back into the container at the end of term and then unpacking again at the beginning of term. Thanks to the support of our Education Director we were able to get DECD to allow us to close on the first two days of second term, but we had to use one of our assigned pupil free days to close early at the end of term 1 in order to be packed up in time. When the partition walls that separated new from old came down and we were able to see the whole space we realised just how lucky we were. Our building is fantastic ... it is just the way we had all envisioned it to be, and I wouldn't change one thing about it. But, there were more important people to impress ... the children and our families. Again on the first day of term 2 we were all nervous as we waited for the verdict. It didn't take long ... Andrea and her mum came in and after a quick look around Andrea announced ... *'Wow ... this kindy is awesome'* ... that was all we needed, and when on the next day a parent commented that it didn't look or feel like a kindy ... it felt like a home ... I knew that we had done a great job. We have spent the rest of the year getting acquainted with our building and playing with the different spaces and it has been a wonderful luxury to use the space with a smaller amount of children. In term 4 we held our 'Official Opening' with the Minister in attendance as well as the many people who had been part of the process including the project management team, past Governing Council members, Partnership colleagues, Mawson Lakes School staff, our Education Director Kerry Dollman, DECD central office staff, and of course Chris and Jean Wilson. It was great to showcase our beautiful new space and the feedback we got was overwhelmingly positive. So now we have a fantastic space that will allow us to enrol an extra 42 children per year making us one of the largest preschools in the state with a capacity of 132 children. Extra children mean extra staff and in 2016 our staff team will nearly double. So 2016 will be a year to adapt and grow, as we continue to provide quality preschool services for our community and families in Mawson Lakes.

### 3. QUALITY IMPROVEMENT PLAN

During 2014 the preschool was able to achieve many of the goals we had set in our QIP and move them into 'maintenance mode'. Unfortunately due to having to pack up the centre at the end of 2014 the staff were not able to hold its end of year review, to begin formulating 2015 goals, so we began the year a little behind where we expected to be. Early on in the year we decided that it would be appropriate to review and refine the whole QIP document. Our process was very thorough and included reviewing our philosophy and re-writing our values into language that could easily be used with children. We also reviewed and rewrote all of the strengths in each area relating each one to pertinent elements. We then formulated new/updated goals based on our review of previous goals and achievements. It was a massive undertaking to rewrite the whole document, but for staff, Governing Council and our preschool community it was valuable to document the good practices we already had in place as well as identifying areas in which we can continue to improve. As we took some time to review our QIP this year, our goals will continue through to the end of 2016. The decision to complete a thorough review turned out to be quite fortuitous as we were selected for our assessment and review visit in September 2015. All staff were a little nervous working up to the day as we knew that in some respects we were 'on show' and how we worked would impact upon the subsequent rating for our centre. We had been warned to expect a late night as the assessor would observe the day and the sit with the team at the end of the day to ask any clarifying questions. So it was quite a surprise when the assessor announced at 2pm

that she had all the information she needed and just needed to ask Sandra a few questions ... and by 3pm she was gone. More surprising though was when we received our assessment and rating report, which although gave us an Exceeding rating overall, only gave us a meeting rating in two quality areas. After discussions as a staff team and with Governing Council we decided that we would provide extra information as feedback. I am pleased to report that after providing the extra information we subsequently received an Exceeding rating in all areas.

#### QIP ... progress to date

##### **QA 1 Educational program and practice**

*Goal: To improve all children's literacy and numeracy learning and knowledge*

All staff have attended Professional Development about the Indicators for Numeracy and Literacy and each staff member has their own copy of the document.

Next steps: In 2016 we will begin using the indicators to track and monitor children's progress and when writing each child's Statement of Learning.

*Goal: To improve literacy learning outcomes for all children in the area of phonological awareness*

All children are assessed using PASM twice in their preschool year (1<sup>st</sup> and 4<sup>th</sup> terms). Based on first term data children are placed into groups according to need. Groups are run every day. Data is collected again in 4<sup>th</sup> term to measure distance travelled.

Next steps: Continue to use PASM to track and monitor children's progress in the area of phonological development. Ensure all staff members are trained in the use of PASM.

*Goal: For our preschool to have in place a planning process and data collection system that is clear, easily understood and accessible by all educators. Ensure that all data collection informs our planning for all children.*

We have continued to work in a team format. This has worked well in allowing teams to take responsibility for a smaller group of children. Data collection for first term summaries was collected by teams allowing for more consistency and was time efficient.

We have been working on a central filing system. Folders have been established to store information on all children. Within our Partnership we are looking at a database system similar to Markit which is used in schools.

Next steps: Continue working in team format – in 2016 will have larger staff team and more children. Our site has been working with Michael Tunks from Impromation (developer of Markit) to develop a preschool Markit program.

##### **QA Children's health and safety**

*Goal: Improved knowledge and understanding by all families about the health needs of children in our preschool community.*

Information about children's medical conditions has been shared through newsletters and the whiteboard. Families are sending appropriate foods. Families are confident in how we manage children's health and wellbeing needs.

Next steps: Continue good practice with new enrolling families

*Goal: All children to be independent in managing their own health and hygiene.*

We have used group time experiences to demonstrate and reinforce good hygiene practices eg blowing noses, coughing into sleeve etc. We have also developed a washing hands song to the tune of Happy Birthday for children to sing when washing their hands. We have introduced 'tissue stations' and are in the process of revamping current visuals. Children are beginning to support each other by reminding peers to put tissues in the bin or cough into their elbow to prevent the spread of germs. We are hearing more children singing when washing hands. Information has been included in the parent information book about our procedures following a toileting accident.

Next steps: Continue good practice with new enrolled children. Collate survey information from parents regarding changing children after a toileting accident (yes/no/phone first) so that all staff know what to do.

*Goal: All educators have up to date qualifications regarding the health and welfare of children and understand their individual roles/responsibilities for working with children.*

Training was made available to all staff to undertake first aid and responding to abuse and neglect courses.

Next steps: Ensure all staff provide their certificates for filing and ensure that new staff have access to training as needed. In 2016 all staff will need to complete the CPR refresher – this will be organised by the preschool.

*Goal: To support children and families in their learning about ways to keep healthy by promoting healthy food choices, water for drinking and physical activity.*

Regular cooking experiences were offered in 2015 using ingredients from our kitchen gardens when possible. Water is also freely available and we emphasise using a cup to drink. We also have more families sending healthy lunches as per our policy. All children participated in physical skills assessments in term 1 and were then put into groups based on needs. Small focussed groups occur daily. The preschool partnered with Little Athletics to provide a physical skills program and with Grow Up Smiling Dental group to provide dental assessments. In term 3 the preschool held its annual Walkathon with families invited to participate.

Next steps: Continue good practice with newly enrolled children and families. Preschool to organise Little Athletics and Grow Up Smiling Dental group visits. Preschool will also partner with Life Education to present the Healthy Harold Healthy Me program throughout 2016.

Goal: *For the children to be familiar with procedure for safe evacuation or invacuation should an emergency occur.*

All children participated in preschool evacuations and invacuations during 2015. All children are confident to participate and respond positively to practice sessions. Visual schedules for emergency procedures have also been created, discussed and displayed throughout the preschool.

Next steps: Continue good practice with newly enrolled children and families. Schedule evacuation and invacuation for each term. Continue liaison with the school in regard to whole site evacuation.

### **QA3 Physical Environment**

Goal: *For our children to develop an appreciation of and responsibility for their environment.*

Children have been actively involved in choosing plants and seedlings for our kitchen garden and have been responsible for monitoring and caring for them. All children have a named locker space in which to put their belongings. Children are involved in planning our outdoor activities eg climbing and lawn spaces and are encouraged to help pack up all spaces at the end of the day.

Next steps: To continue good practice with newly enrolled children. With the children develop ideas and redesign our lawn area.

*For our children to actively use sustainable practices.*

In 2015 we set up a worm farm with the children. Children were encouraged to look after the worms – providing food items and sorting the compost. The children designed recycling labels for our snack recycling bins and food not eaten at snack time is put in these. The children also made paper recycling boxes for recycling scrap paper.

Next steps: Continue good practice with newly enrolled children. Investigate incursion/excursion to recycling depot. Include recycled materials in learning experiences when possible/suitable. Use paper scraps to make own paper.

### **QA4 Staffing arrangements**

Goal: *Systems are in place to support each educator's professional learning including documented performance development plans.*

All staff were given a Performance Development Plan and encouraged to develop their plan with support from the Director. In 2015 due to a number of factors no staff member completed a Performance Development Plan.

Next steps: In 2016 with an expanded staff team, it will become an expectation that all staff participate in the performance development process. Performance Plan proformas to be given to each staff member on induction day.

Goal: *Establish a Professional Learning Community for educators to share ideas and learn from and with each other.*

In 2015 all staff agreed to establish a PLC – with meetings to be held once a term. We had one meeting, in August with the focus being on preparing for our Assessment and Rating visit.

Next steps: Establish a roster for PLC meetings – including setting dates and topics to be discussed. It will be an expectation for all staff to attend and participate.

Goal: *For all staff to participate in planning the curriculum for children.*

In 2015 steps were taken to ensure all staff (including part time staff) were able to attend planning/staff meetings. Our meeting was split in two – with a dedicated planning meeting occurring on Tuesday afternoons in the odd weeks of term, and a dedicated staff meeting occurring on a Thursday afternoon in the even weeks of term.

Next steps: By negotiation and timetabling ensure all staff are able to attend planning and staff meetings. Develop a planning proforma which all staff can use to bring ideas to meeting times.

#### **QA5 Relationships with children**

*Goal: Every child has the appropriate social and communication skills to form positive relationships with others and participate in all areas of the curriculum.*

The preschool uses the You Can Do It social skills program to help children develop their social and emotional skills. The YCDI character puppets are introduced early in the year and regularly referred to and discussed at group times and incidentally. The meanings of each characters key words (persistence, confidence, organisation, resilience, and getting along) are talked about/brainstormed with all children to foster understanding. Children are encouraged to use the key words in conversation and encourage/support their peers. Data is collected about children's development in this area twice per year – in their first term and again in the child's last term to measure distance travelled. Intentional teaching is used to build skills and support children's ongoing development socially and emotionally. Child protection curriculum themes are included in our program planning.

**Next steps:** Continue good practice with newly enrolled children. Continue data collection in terms 1 and 4. Continue to incorporate Child Protection Curriculum themes in our program planning. In 2016 the preschool will partner with Life Education to present the Healthy Harold Healthy Me program.

*Goal: All children have opportunities to contribute and feel secure, confident and included.*

Children's ideas from the 'ideas' board are regularly incorporated into program planning. Educator's learning stories/annotated photos also contain the child's voice and our program folder includes a section for children and families to make comments. All children participated in our first term interviews which formed part of their first term summary.

**Next steps:** Continue good practice with newly enrolled children. With the expanded staff team restructure our group time format to split into two main groups with smaller groups emanating from the core groups.

*Goal: Develop roles and responsibilities for keeping children safe at preschool.*

As part of our review our site values have been re-written to reflect children's understanding. Children are beginning to use this language in conversations with their peers.

**Next steps:** Continue good practice with newly enrolled children. Develop a 'reward' system to encourage children to use safe practices.

#### **QA6 Collaborative partnerships with families and communities**

*Goal: All families have access to up to date and timely information about our service.*

Our website is current and has a link to Mawson Lakes School. Other links are in progress. All information that is paper based is also posted on our website eg term planners, newsletters, Annual report and our QIP. Preschool policies are also on our website for parents to access. In 2015 we established a Purple and Green group email list to provide regular email updates.

**Next steps:** Translate policies and other relevant documents into other key languages and post on website and keep on site.

*Goal: Families are involved in our curriculum.*

Regular curriculum newsletters are distributed to all families and program information is available at all times. Parents are invited to participate in our program and 2015 parents have contributed through activities including cooking with children, conducting science experiments, bringing in a work vehicle (ambulance), gardening with children, helping on excursions as well as making time to stay during sessions. Families also have the opportunity to make comments about our program in our program folder – this gives us further insight to what families expect and want in their child's preschool curriculum.

**Next steps:** Continue good practice with new families and encourage them to take up the opportunities for participation in our program. In 2016 look at incorporating more 'parent friendly' experiences in addition to our welcome BBQ (could include grandparents' day, dad's night, morning tea etc). Utilise data collected from our parent survey to develop a 'help' roster and involve families in areas of interest.

*Goal: Continue to build effective relationships with our colleagues in child care and schools to ensure effective transitions for all children.*

The preschool teaching staff have been regular attendees at Mawson Lakes School Early Years meetings to share practice and plan for effective transitions from preschool to school which included hosting classes during transition. Preschool staff had input into reception class placements. During 2015 all children have visited the Book Nook, playground and classrooms. In return early years classes have visited preschool to share their learning. The preschool and childcare centre staff also regularly share information about children using both services to ensure smooth transitions between sites. Again in 2015 our preschool has ensured open communication with neighbouring preschools regarding 2016 enrolments. In 2015 the school entered into an agreement with the preschool to joint fund a playgroup. The principal and chairperson of the school governing

council attended a preschool governing council meeting to discuss ways in which we can link together more closely.

Next steps: Continue relationship building with school and childcare. Investigate ways in which we can move forward to sharing practice. Investigate establishing a cross sector PLC (childcare, preschool and school).

Goal: *To build relationships and engage with our local community.*

In 2015 we have continued building our profile in the community, utilising local businesses where possible and developed a partnership with the Rotary Club, Mawson Lakes chapter. A member of our 2015 Governing Council is also a member on the Mawson Lakes Carols committee. Prospective families are kept up to date with enrolment procedures through our website and advertising through Mawson Lakes Living magazine.

Next steps: Continue to foster relationship with Rotary and keep channels of communication open with Mawson Lakes Events committee. Ensure our website has current information about our enrolment processes.

#### **QA7 Leadership and service management**

Goal: *All adults working with children or involved in managing our services have relevant qualifications and clearances.*

All staff have up to date personnel files and documentation is current. All Governing Council members have undergone Relevant History Screening and have participated in the RAN-EC for Volunteers training and documentation is kept in a central file on site.

Next steps: To continue good practice ensuring new staff members provide all relevant documentation. Provide an effective induction so that staff are clear on their responsibilities. Provide new Governing Council members' access to RAN-EC for Volunteers training and fund all Relevant History Screenings.

Goal: *That our Statement of Philosophy, vision, values and practices are reflective of our preschool community.*

Our QIP including Statement of Philosophy, vision, values and practices was reviewed and updated in 2015. Review partners included Governing Council, families and educators.

Next steps: Provide 2016 Governing Council with the opportunity to provide feedback and update QIP as needed.

Goal: *To ensure our archiving and record keeping system is maintained according to DECD and legislative requirements.*

Two staff members have attended training in appropriate record keeping and storage of records. All archived material from 2007-current is safely stored.

Next steps: Provide resourcing for ECW to reorganise archives to reflect DECD and legislative requirements.

Goal: *To ensure all our procedures are reviewed regularly and updated as needed to reflect community needs as well as meeting NQS.*

Have reviewed all policies as per our schedule. All revised policies have been endorsed by Governing Council and are posted on our website.

Next steps: Continue to follow schedule for review. Develop policies as relevant – in 2016 will develop Toileting procedure and Assessment and Reporting procedure.

#### **Indicators of Preschool Numeracy and Literacy funding**

Funding to support our site's familiarisation with the Indicators of Numeracy and Literacy was used to backfill the core staff team to attend a whole day of professional development with Ann Baker.

### **4. INTERVENTION AND SUPPORT PROGRAMS**

#### **Preschool Support**

During 2015 twelve children were referred to DECD Student Support and Disability Services for preschool support representing 14% of our total preschool enrolments. Three of the children had significant needs (including ASD and global developmental delay) which resulted in high levels of support including completing a NEP for each child. Of the other children, five were referred for communication difficulties, and three children were referred for speech and language difficulties in English and in their home language, while another child needed support for behaviour and speech and language difficulties. In order to adequately support our children the preschool also used its EIAG funding to top up preschool support provided by DECD to ensure each child's learning goals were achieved. In addition to speech pathology or other specialist programs, our preschool support workers also focused on the following;

- Group entry skills – asking others to play, entering and exiting play episodes appropriately
- Thinking and problem solving skills
- Small group work to build skills in language, questioning, turn taking, listening and sharing
- One to one support/task focus and persistence and resilience skills
- Supporting children in their transition to school

An important aspect of our preschool support is supporting children and families with the transition to school. We work very closely with schools to negotiate extra or extended transition to cater for the individual needs of the child.

### Bilingual Support

In 2015 twenty nine children were referred for bilingual support, reflecting our diverse multilingual community and representing 33% of our total preschool enrolments. Of the twenty nine children referred, fifteen children were able to access support, representing 51% of total referrals. Five of the children were only able to access support for one term due to the availability of bilingual workers while the other children were able to access support for the entire year. The languages supported included Serbian, Bosnian, Korean, Mandarin, Urdu, Japanese and Spanish. Our bilingual workers support children in the preschool by providing the link between their home language and English understanding, facilitating language development and utilising established centre data collection tools to provide a more holistic picture of the child's learning. At Mawson Lakes Preschool we also encourage our bilingual workers to share their language and aspects of their culture with the whole group to foster an appreciation and understanding of our diverse preschool community.

### Literacy Support

In 2015 with Governing Council and budget support we continued to fund our targeted small groups employing an ECW to work with children identified in our initial data collection as needing extra support in the areas of early literacy, numeracy and physical skills. The purpose of the literacy group is to expose the children who are in their second and third term of preschool to a range of experiences that will help them to develop their early literacy skills. All children are included in groups focussing on initial letter and sound letter recognition. During the year children move through one or more groups depending on their need. We follow a 'book based' program and vocabulary, rhyme and word definition are derived from the text. We also loosely follow the 'Jolly Phonics' program – introducing the letters and sounds in the jolly phonics order. Groups are held once a week, for approximately 20-30mins. Each child completed the *Phonological Awareness Skills Mapping* (PASM) assessment in their first term at preschool. The tool collects information about each child's knowledge in the following areas: syllable segmentation, rhyme recognition, rhyme production, initial letter/sound and letter/sound recognition. The preschool also collects data in the area of picture sequencing as research has shown that children who are successful at visual sequencing have better success at reading. The children are assessed again towards the end of the third term or beginning of the fourth term to show distance travelled and measure the effectiveness of our interventions.

1 <sup>st</sup> Term 2015					4 <sup>th</sup> Term 2015			
	Exploring	Becoming Aware	Making Connections	Applying	Exploring	Becoming Aware	Making Connections	Applying
Syllable Segmentation - segmenting words into syllables	14%	22%	42%	22%		1%	24%	75%
Rhyme – matching rhyming words	24%	41%	19%	16%	1%	18%	7%	74%
Rhyme - producing rhyming words	89%	2%	2%	7%	49%	10%	9%	32%
Initial letters - identifying first sounds	87%	5%	3%	5%	53%	10%	11%	25%
Sound/letter - identifying sound and letter names in their name	56%	31%	12%	1%	25%	27%	25%	23%
Picture sequencing	34%	11%	52%	2%		2%	30%	68%

94 children attended Mawson Lakes Preschool during 2015. However only 88 children were assessed twice during the year due to families moving into and out of the area and 3yo Aboriginal enrolments continuing in 2016. Therefore only the data collected on the 88 children assessed twice is presented above. Data for Aboriginal 4yo children, bilingual children and children with additional needs has been included above.

Compared to last year we have had mixed success. While we have maintained around the same percentages in a number of areas (syllable segmentation, sound/letter identification and picture sequencing) upon a closer interrogation of the data, more children are in the 'making connections' band rather than the 'applying' band. However it is pleasing to note that in 2015 we had less children exit to school in the 'exploring' band for rhyming, sound/letter identification and picture sequencing.

Our goal for 2016 is to continue to move our children into the upper bands.

### Numeracy Support

In 2015 we continued to collect data about children's early numeracy skills. Data is collected twice in a child's preschool year – once in their first term to form baseline data and plan effectively for targeted interventions and whole group planning, and again in their last term to track distance travelled and evaluate the effectiveness of programs and intervention.

1 <sup>st</sup> Term 2014				4 <sup>th</sup> Term 2014				
	Exploring	Becoming Aware	Making Connections	Applying	Exploring	Becoming Aware	Making Connections	Applying
Number/ Counting	6%	36%	22%	36%		3%	15%	82%
Size Concepts	7%	17%	8%	68%			6%	94%
Quantity Concepts	9%	24%	6%	61%			9%	91%
Positional Concepts	7%	27%	32%	34%			20%	80%
Time	34%	31%	13%	22%	1%	18%	40%	41%
Same and Different	23%	25%	8%	44%		3%	14%	83%
Patterning	34%	23%	18%	25%		10%	35%	55%

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Analysis of the data indicates that all children have shown distance travelled in their Numeracy/Mathematical Learning. Compared to our 2014 data we have improved our results in all areas. Especially pleasing was this year we had less children exiting to school in the lower two bands. In the area of time we had a significant jump of children exiting to school in the 'applying' band – up by 17%. As in past years the staff team continued to keep an emphasis on explicit and intentional teaching of skills and concepts in Numeracy/Mathematics with table games and group experiences specifically targeted to build skills and knowledge.

### Social Skills Support

At our preschool we have a strong emphasis on developing children's social and emotional wellbeing with our focus based around empowering children to use language to support their interactions with others, especially during play. Using explicit and intentional teaching and the five foundation concepts of the You Can Do It program (organisation, confidence, persistence, getting along and resilience) educators support children to develop the skills of turn taking, cooperating, sharing, waiting, negotiating, developing friendships, asserting themselves appropriately and becoming resilient, and problem solving. All children are introduced to concepts of the program through puppets, songs and stories and they are encouraged to adopt these values in their everyday interactions with other children and adults. As part of the cycle of documenting, planning and evaluating children's learning and development is tracked and mapped twice during the preschool year – after their first term at preschool and again on exit to school using the Social, Emotional Development rubric from the You Can Do It program. We use the rubric from the program to measure each child's 'distance travelled' in each area. Below is a table which summarises our results for 2015.

	1 <sup>st</sup> term data				4 <sup>th</sup> term data			
	Exploring	Becoming Aware	Making Connections	Applying	Exploring	Becoming Aware	Making Connections	Applying
<b>Confidence</b>								
Work confidence	18%	60%	22%			3%	37%	60%
Social confidence	26%	39%	34%	1%		1%	34%	65%
Non-verbal confidence	26%	40%	33%	1%	1%	5%	34%	60%
<b>Persistence</b>								
Work Persistence	40%	48%	12%			7%	34%	59%
Routine Task Persistence	43%	50%	7%			10%	49%	42%
<b>Organisation</b>								
High Goal Orientation	2%	5%	41%	52%		2%	1%	97%
Active Listening	25%	67%	8%			8%	56%	36%
Taking Care of Things	3%	3%	16%	78%		1%	3%	96%
<b>Getting Along</b>								
Peer Interaction	5%	38%	56%	1%		3%	24%	73%
Behaviour Responsibility	6%	39%	54%	1%		2%	28%	70%
Conflict Resolution	31%	68%	1%			16%	73%	11%
Positive Preschool Behaviour	6%	50%	28%	16%	1%	2%	34%	63%
Social Responsibility	8%	34%	40%	18%		1%	25%	74%
<b>Resilience</b>								
Emotional Self-Regulation	19%	38%	43%			3%	33%	64%
Behavioural Self-Control	19%	40%	41%			4%	32%	64%

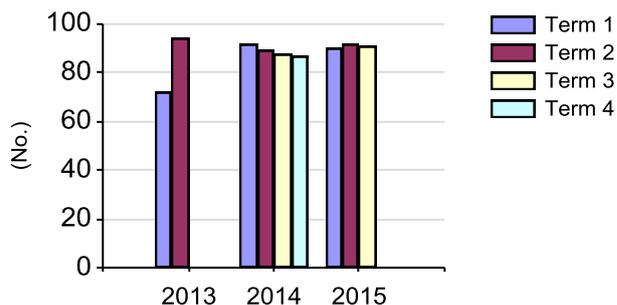
94 children attended Mawson Lakes Preschool during 2015. However only 88 children were assessed twice during the year due to families moving into and out of the area and 3yo Aboriginal enrolments continuing in 2016. Therefore only the data collected on the 88 children assessed twice is presented above. Data for Aboriginal 4yo children, bilingual children and children with additional needs has been included above.

Analysis of our data shows that we have made some great gains in moving children from the lower end bands when they start preschool to the higher bands when they exit preschool. Compared to 2014 we had gains in all areas except one in which children exited to school in the ‘applying’ band. The area of behavioural self-control experienced a slight drop in the ‘applying’ band but remained the same over the top two bands (at 96%). In 2015 there were more children entering preschool with social skills in the exploring area than last year, with some areas having significant differences (eg persistence up by 30% in the exploring area, conflict resolution up by 6% and behavioural self-control up by 13% in the exploring area). Further investigation shows that many of our enrolments last year were in the younger bandwidth – eg entering preschool before their 4<sup>th</sup> birthday, and needing more support to develop their skills in all areas.

## 5. STUDENT DATA

### Enrolments

Total Enrolments 2013 – 2015



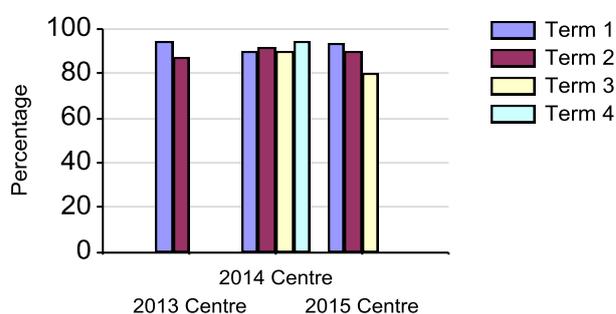
Enrolment by Term				
Year	Term 1	Term 2	Term 3	Term 4
2013	72	94		
2014	92	89	88	87
2015	90	92	91	

*Based on person counts in the two week reference period each term.  
Source: Preschool Data Collection, Data Management and Information Systems*

We began Term 1 of 2015 at capacity and finished the year at slightly over capacity. Again in 2015 there was movement by families in and out of our preschool due to employment relocations. No families left our centre in 2015 due to dissatisfaction with our program or staff.

## Attendance

Attendance Percentages 2013 - 2015



Attendance Percentages 2013- 2015				
Year	Term 1	Term 2	Term 3	Term 4
2013 Centre	94.4	87.2		
2014 Centre	90.2	92.1	89.8	94.3
2015 Centre	93.3	90.2	80.2	
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. Note: Figures have been revised for previous years, using integer deemed attendance not decimal.  
Source: Preschool Data Collection, Data Management and Information Systems*

In 2015 our preschool exceeded the state average in terms 1 and 2. In term 3 our average was lower, however this can be accounted for by families taking extended holidays mid-year and children being absent due to sickness in the winter months.

## Destination – Feeder Schools

In 2015 of the 88 children who exited to school just over 70% went to Mawson Lakes School with 27% exiting to other schools. This was a drop of 3% from 2014. Over the 3 year period there has been a steady decline in families choosing to send their children to Mawson Lakes School, with nearly all other schools chosen being in the private sector. Of the private schools chosen Good Shepherd Lutheran again was the most popular, with St. Aloysius, Kings Baptist and St. Paul Lutheran School gaining in popularity. The table below gives a breakdown of schools and percentages.

Feeder School Percentage Data 2013 – 2015			
Site number - Name	2013	2014	2015
0987 - Mawson Lakes School	79.2	73.4	70.3
1430 - The Heights School		1.6	
8006 - St Francis Xavier's Regional Cath Sch		3.1	
8027 - Pedare Christian College Junior Sch			1.6
8092 - Wilderness School		1.6	
8210 - Christian Brothers' College - Senior	2.8		
8235 - St Brigid's Catholic Primary School	1.4		
8311 - St Aloysius College		1.6	3.1
8314 - Saint Ignatius' College			1.6
8399 - Holy Family Catholic School		3.1	1.6
8419 - Good Shepherd Luth Sch - Para Vista	8.3	4.7	6.3
8421 - King's Baptist Grammar School		1.6	3.1
8424 - Bethany Christian School Inc			1.6
8439 - Tyndale Christian School	2.8	3.1	
8454 - Pedare Christian College		1.6	
9016 - St Gabriel's School			1.6
9031 - St Martin's Catholic Primary School			1.6
9065 - Rosary School	2.8	1.6	
9072 - St Augustine's Parish School		1.6	
9089 - Whitefriars School			1.6
9115 - Prescott Primary Northern		1.6	1.6
9116 - St Paul Lutheran School	2.8		4.7
<b>Total</b>	<b>100.1</b>	<b>100.2</b>	<b>100.3</b>

*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*

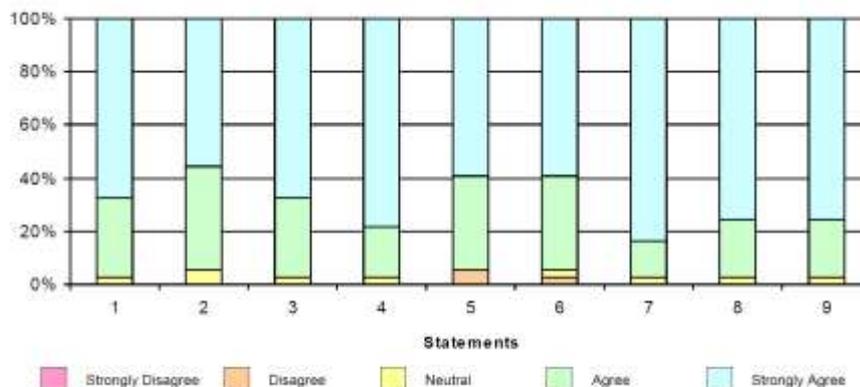
## 6. CLIENT OPINION

At Mawson Lakes Preschool our families are integral to everything we do. As a preschool we work hard to provide services that meet the needs of our community. Information about how well – or not so well, we are achieving this goal is actively sought by the preschool. This is done in both an informal and formal way. Our staff are always available to talk to parents and the Governing Council made up of interested parents is central to the decision making processes at our preschool. Surveys are used as a ways of collecting information – often at key times in a child's preschool year. The DECD Parent Opinion Survey is also used to gather information about our services and how they are perceived by our families. In 2015 surveys were given out to families at the beginning of term 3.

In 2015 of the 88 surveys given out to families 37 were returned representing 42% of our parent community. Responses to our parent survey in 2015 show mixed results in all areas, however overall families responding to our survey are very satisfied with the preschool – how it is managed and run and the quality of our teaching and learning programs.

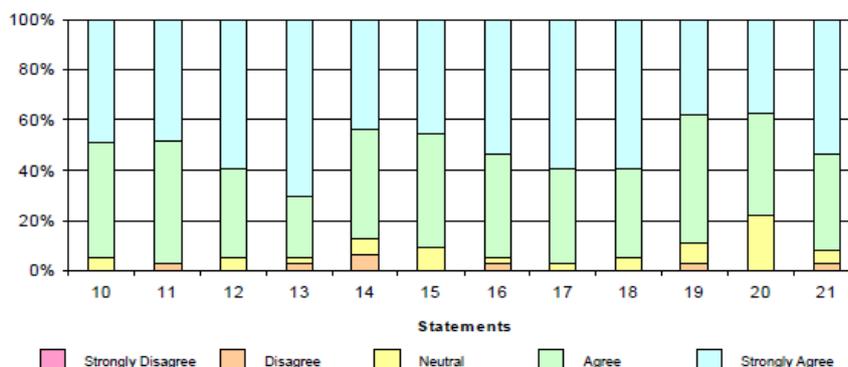
The following graphs and tables record parent responses in each of the survey areas for 2015. Our results continue to show high levels of satisfaction in all quality areas indicating that families feel a sense of belonging and ownership at our preschool. We still have areas to improve, however our results show we are on the right track.

Parent Opinion - Quality of Teaching and Learning



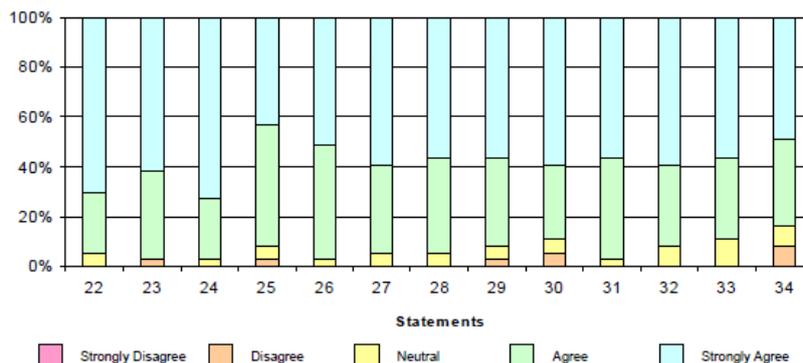
No.	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Responses
1	I think my child receives high quality teaching at this preschool.	0%	0%	3%	30%	66%	37
2	My child's teachers know what my child can do and what he/she needs to learn.	0%	0%	6%	39%	56%	36
3	This preschool has the expectation that children will learn.	0%	0%	3%	30%	66%	37
4	Teachers are enthusiastic in their teaching.	0%	0%	3%	19%	78%	37
5	I am satisfied with the learning programs offered at my child's preschool.	0%	5%	0%	35%	59%	37
6	My child's teachers clearly inform me about the learning program.	0%	3%	3%	35%	59%	37
7	My child's teachers make learning interesting and enjoyable.	0%	0%	3%	14%	84%	37
8	Teachers at this preschool really want to help my child learn.	0%	0%	3%	22%	78%	37
9	The preschool has an excellent learning environment.	0%	0%	3%	22%	76%	37

Parent Opinion - Support of Learning



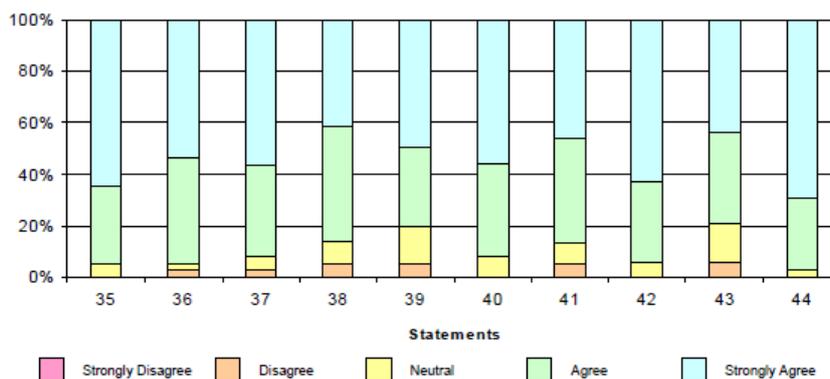
No.	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Responses
10	My child is motivated to learn at this preschool.	0%	0%	5%	46%	49%	37
11	My child's teachers provide help and support when it is needed.	0%	3%	0%	49%	49%	35
12	My child has access to quality materials and resources that help him/her to learn.	0%	0%	5%	35%	59%	37
13	My child is happy at this preschool this year.	0%	3%	3%	24%	70%	37
14	My child would receive support for any special needs he/she had.	0%	6%	6%	44%	44%	32
15	The preschool changes its programs and activities to improve student achievement.	0%	0%	9%	45%	45%	33
16	Children know how they are expected to behave at preschool.	0%	3%	3%	41%	54%	37
17	Teachers at this preschool treat my child fairly.	0%	0%	3%	38%	59%	37
18	This preschool provides a safe and secure environment.	0%	0%	5%	35%	59%	37
19	Children have enough materials and resources for their learning.	0%	3%	8%	51%	38%	37
20	This preschool has information available about other support agencies within the community.	0%	0%	22%	41%	37%	27
21	This preschool encourages children to have a sense of pride in their achievement.	0%	3%	5%	38%	54%	37

Parent Opinion - Relationships and Communication



No.	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Responses
22	I feel welcome at this preschool.	0%	0%	5%	24%	70%	37
23	This preschool assists the development of my child's personal and social skills.	0%	3%	0%	35%	62%	37
24	I am comfortable about approaching my child's teachers to talk about his/her progress.	0%	0%	3%	24%	73%	37
25	I am given opportunities to have a say in matters about this preschool.	0%	3%	5%	49%	43%	37
26	There is a broad variety of communications that inform me about this preschool.	0%	0%	3%	46%	51%	37
27	Children from all backgrounds and cultures are treated fairly at this preschool.	0%	0%	5%	35%	59%	37
28	The staff always listen to what I have to say about my child's development and needs.	0%	0%	5%	38%	57%	37
29	I receive helpful information about my child's progress and achievement.	0%	3%	5%	35%	57%	37
30	This preschool provides opportunities to discuss my child's progress.	0%	5%	5%	30%	59%	37
31	I am well informed about preschool activities.	0%	0%	3%	41%	57%	37
32	I believe that if I have concerns or suggestions, the preschool would respond appropriately.	0%	0%	8%	32%	59%	37
33	I am encouraged to be involved in the preschool in all kinds of ways.	0%	0%	11%	32%	57%	37
34	Teachers let me know how well my child is doing.	0%	8%	8%	35%	49%	37

Parent Opinion - Leadership and Decision Making



No.	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Responses
35	This preschool is well organised this year.	0%	0%	5%	30%	65%	37
36	I have confidence in how the preschool is managed.	0%	3%	3%	41%	54%	37
37	I believe there is effective educational leadership within the preschool.	0%	3%	5%	35%	57%	37
38	The preschool seeks parents' opinions about educational programs.	0%	6%	8%	44%	42%	36
39	I am given the opportunity to be involved in the preschool's educational activities.	0%	6%	14%	31%	50%	36
40	The preschool is always looking for ways to improve what it does.	0%	0%	8%	36%	56%	36
41	Parents are invited to participate in decisions about their child's education.	0%	5%	8%	41%	46%	37
42	Parents have the opportunity to be involved in the development of school plans through the Governing Council.	0%	0%	8%	31%	63%	35
43	The preschool includes parents and community in decision making.	0%	6%	15%	35%	44%	34
44	Overall, I am satisfied with the preschool's planning.	0%	0%	3%	28%	69%	36

## **7. ACCOUNTABILITY**

In 2014 DECD introduced the Screening Audits for Educators (SAFE) team to conduct audits of sites to ensure compliance with the requirement for relevant staff, volunteers and any third party providers to have current Relevant History Checks, as well ensuring appropriate record keeping procedures.

In 2015 all Governing Council members were asked to provide their current Relevant History Screening for filing at preschool. The preschool provided funding for Governing Council members to complete the screening process. All other volunteers or workplace providers who came onto our site in 2015 were asked to provide a current screening certificate. These are all kept in a central file called 'Induction', located in the Director's office. All relief teaching and ECW staff were asked to provide their DECD authority to teach or authority to work on their first day of relieving at our site.

## **8. REPORT FROM GOVERNING COUNCIL**

Please see Appendix 1

## **9. FINANCIAL STATEMENT**

Please see Appendix 1 – Governing Council Report

## Appendix 1 – Report from Governing Council

### MAWSON LAKES PRESCHOOL GOVERNING COUNCIL

#### ANNUAL GENERAL MEETING 2015

#### CHAIRPERSON REPORT

2015 has been a very busy year for the Mawson Lakes Preschool, with a number of challenges being successfully met by the preschool's staff, Governing Council and families.

Term 1 saw the commencement of the extension to the preschool, along with the new students. Although the extension had the potential to be very disruptive, the staff and children successfully navigated the term with minimal disruption. The builders showed an enormous amount of skill in their project management and capability not only in how they worked to accommodate and cause minimal disruption to the preschool, they were able to complete the extension by the end of the term 1 school holidays, many months ahead of schedule.

In the later part of the year, the preschool undertook the National Quality Standard Assessment, rating the preschool against 7 Quality Areas. The staff dedicated many many hours to ensure they diligently covered all areas of the assessment, which included assessors attending the site and a review panel. We are pleased to report that the Preschool achieved • Exceeding National Quality Standard in all areas, a true credit to all the Mawson Lakes Preschool staff.

With the extension completed and the capacity for the centre increased from 88 to 132 ready for 2016, term 3 saw the Governing Council ensuring the centre could be staffed per the increased capacity, this included writing to the Minister for Education as there was some doubt over staffing levels. We are pleased we were able to gain full staffing against the enrolment levels and offer places to all families on the waiting list for 2016.

Coming into 2016, we welcome many new staff members to the team. On behalf of the governing council, we welcome you to Mawson Lakes Preschool and the community.

For me personally, I have enjoyed my year as Chairperson for the Governing Council and I look forward to continuing on the Governing Council in 2016.

Scott Crew  
Governing Council Chairperson

## Appendix 1 – Finance Report from Governing Council

Mawson Lakes Pre School  
Report on Financial Initiatives – 2015

### Parent contributions:

All parent contributions were received during this period. Direct payment for Parents into the Preschool account has been very successful. Families are given the Preschool BSB number and Account Details to deposit funds directly. Parents are also given the option to pay term by term (\$120 per term) or full year fees (\$480) for the year. Some families even opted to pay half yearly. I would recommend that this option continue as it is also a DECD requirement to offer families the option to pay electronically in this way.

### Fundraising:

A number of successful fundraising activities were undertaken during the period. Results are summarised below.

Gross income generated	10,390.11
Total expenses incurred	4,435.46
Net fundraising receipts	5,954.65

### Future Initiatives and Opportunities

2015 has seen the preschool upgraded and what a transformation. There have been some staff movements and we have made the decision to outsource the position of Finance Officer, we now welcome Sharon to the team. Sharon has been tasked with finishing off the end of year process, ready to start afresh for 2016.

The centre is given a small grant each year which we utilise to employ our finance officer. We are supplementing this grant to ensure financial duties are fulfilled. Time allocated for all the requirements of the DECD to be met is stretched and sometimes extra time is needed to meet these requirements.

I have been Treasurer of Mawson Lakes Pre School for the past 7 years, and have enjoyed it immensely. It is a great way to keep in touch with what is happening at Preschool and also a great way to meet other parents and form new friendships while being part of the community. I hope to continue this work in 2015 and beyond.

Kelly Adams  
Treasurer, Mawson Lakes Pre School