Aberfoyle Park Campus
Preschool
Annual Report
2013
The Aberfoyle Park Campus Preschool is co-located with the Aberfoyle Park Campus Schools which comprise of Nativity School, Thiele Primary School and Pilgrim School. Staffing has remained stable during 2013, though the Governing Council has subsidized a 0.4 teacher during term four to help maintain consistency as the impact of the Same First Start Date was felt.

Quality Improvement Plan

With the formal introduction of the National Quality Standards in 2012 a Quality Improvement Plan was developed focusing on the seven Quality Areas. This plan was formally reviewed and the end modified for 2013. The standards and elements focused on below were identified as areas the site could improve on after a self-evaluation.

Quality Area 1: Educational Program and Practice

1.1.1 – Curriculum decision making contributes to each child’s learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.

Site Goal: A clear method of recording children’s learning in relation to the Early Years Learning Framework (EYLF), with genuine links from this to planning.

Strategies and Outcomes –
Ipads have been used to record children’s learning during the year and some links to EYLF have been made. Two different Respect Reflect Relate scales where used during 2013 and the scores came out so high that it was decided that formally using the scales was not the best use of staff time. A variety of different planning techniques have been trialed, with an aim of increasing reflections along with not only planning for ourselves but also providing clear access to this programming for families. At this stage we have been using a large display book where reflections, goals and paths forward have been documented. A list of the EYLF outcomes has been used and highlighted when plans focused on particular outcomes. A community input section to the programme was also added to encourage families to record thoughts and feedback, this has been used spasmodically. A separate list of specific children has been kept as a record of which activities has been planned for individuals.

Moving into 2014 –
While good inroads have been made with this goal staff continue to need time to consolidate and develop this form of assessing children’s individual learning. With the introduction of the Same First Start Date and higher numbers expected in 2014 authentically planning will continue to be a focus.

1.1.2 – Each child’s current knowledge, ideas, culture, abilities and interests are the foundation of the program.

Site Goal: 1 - That children have a good understanding and respect for Indigenous Australians and their culture.

Strategies and Outcomes –
Rich discussions have occurred with children during the year pulling apart the Kaurna Greeting and what it means. Many children have a good understanding of the history of Australian settlement and the responsibility of helping to care for the land we share. Indigenous Australian symbols were introduced to the children. Several told stories were developed with the children using these symbols to depict the elements of the story. This has not developed much beyond an introduction stage.

Moving into 2014 –
With a new group of children starting in 2014 this goal will continue to be a focus in 2014.
1.2.1 – Each child’s learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation.

Site Goal: Develop an authentic and sustainable method of assessing and supporting children’s learning and development.

Strategies and Outcomes –

Learning stories continue to have a focus in recording individual children’s learning. Individual Learning Plans continue to be developed for each child and were changed to include a six month reflection which appears to have been well received. Small groups have had more of a skills based focus and a particular focus on gross motor skills along with fine motor, numeracy and literacy skills was implemented. This focus has allowed us to keep track of individual children’s skill development and support this during free play times.

Moving into 2014 –

Continue with current model and monitor the effectiveness of this throughout 2014.

Quality Area 2: Children’s Health and Safety

Site Goals were centred around developing of resources to create restful atmosphere / space that children desire to use.

Strategies and Outcomes –

Several items were borrow / purchased to help with the implementation of this goal. The quieter / restful group time after lunch is no longer a time children complain about or resist going to which has been great to see. After this formal time there have often been individuals or groups of children who remain in the room making use of the quieter atmosphere.

Moving into 2014 –

Continue to seek new resources to focus on making this time refreshing and attractive. With new information / requirements in relation to WHS being introduced in 2013 a focus on finding and accessing the required training and making sure the site is compliant will need to occur.

Quality Area 3: Physical Environment

Site Goals – 3.2.1 – Highly attractive activities set up daily for children to access

- 3.1.1 - Monitor information related to DECD’s exemption regarding fencing and have sections of fence replaced by service provider when available.

Strategies and Outcomes –

Staff have had many discussions around the presentation of activities and play experiences. Equipment continues to be purchased with a focus to help make sure all activities are well presented and staff are now more conscious of making play experiences look inviting. The dramatic play kits were assessed and several have had new equipment added to them. Discussions with children were had around making sure that activities are packed up and left ready for the next person to access. This has had varying levels of success.

We were able to source snack buckets that correlated with the coloured bins used inside which means that a consistent sorting of rubbish is happening throughout the kindergarten. A compost bin was also added to the kindergarten during the year, with discussion had with children around what happens with the fruit and how it can turn back into soil. Children now own the sorting process and often remind those who forget which bucket to put their rubbish in.

Two grants to improve existing site facilities were received in 2013. One of these was used to rectify the safety concerns with the front fence. A retaining wall was used with the existing fence. The site was painted as part of these grants, and all carpet was replaced. Further from the grants the Governing Council also replaced the curtains.

Moving into 2014 –

Staff will continue to explore ways they can create attractive play spaces for children to use.

A second compost bin will need to be purchased in 2014. There is also a hope of getting some large pots and planting some fruit trees so that we can see the whole cycle of fruit growth, eating, composting, etc.

Quality Area 4: Staffing arrangements

Site Goals – 4.1.1 – Both 0.5 Early Childhood Workers (ECWs) to enroll in a certificate 3 course

- 4.2.2 – Staff to work together to focus on building our skills in developing children’s literacy skills.
Strategies and Outcomes –
Both ECWs completed their certificate three via RPL during the year. Many discussions have occurred between staff around being present with the children and extending their play through the conversations they have. A focus on levels of questions was implemented along with social problem solving. Children’s ability to answer level 3 and 4 questions has increased over the year. There was a commitment throughout the year to focus on discussing with the children processes that need to be in place when speaking to people i.e. greeting, looking at others and when talking to a group giving good detail around what happened and asking of questions. This will continue to be a focus into the future. As reported earlier small group times have continued to have to have a literacy focus.

Moving into 2014 –
Staff planning days at the beginning of 2014 will be used to discuss and develop a focus on literacy and numeracy for the year.

Quality area 5: Relationships with Children
Site Goals – 5.2.1 – Building interdependence and a culture of support among the children.

Strategies and Outcomes –
Children have been actively encouraged to ask other peers for help when they are unable to do something. This has led to an increase in children helping other children in specific times e.g. at lunch time. The goal of having a general culture was not achieved and specific focus around this is planned for the future.

Moving into 2014 –
Look at continuing the focus on interdependence and broadening it to a culture within the site.

Quality Area 6: Collaborative Partnerships with Families and Communities
Site Goals – 6.3.2 – Children who are confident and familiar with the school environment  
- 6.3.2 – Continued high attendance rate.

Strategies and Outcomes –
Weekly visits to the Campus Library have continued during 2013. Different routes to and from these visits have allowed discussion about different areas of the schools to occur. Group B was able to visit the Campus Sports day and Group A visited a reception class and attended the Campus Safety Trail assembly and activities. Several of the reception classes have visited the kindergarten during the year and two of the schools sent the reception teachers to kindergarten before their transition visits at school. These formal visits with known people have helped to make many of the children comfortable when attending their transition visits. While our average attendance rate remains above that of the average state attendance rate we did not meet our target of 92-95% attendance. There were several families with exceptional circumstances that made regular attendance at kindergarten hard which has significantly played into these figures.

Moving into 2014 –
Seek permission from each family attending in 2014 for informal visits onto the Campus schools grounds. If permission can be gained for each child, make use of their ovals, visit classes and use various parts of the school.

Quality Area 7: Leadership and Service Management
Site goal was centered around staff reflecting on their personal development.

Strategies and Outcomes –
Staff continue to develop individual professional development plans at the beginning of the year and reflect on these towards the end of the year. Individual staff meet with the Director to discuss their plan twice per year. Staff have been able to outline their desires while also being challenged through this process.

Moving into 2014 –
Professional development will continue to have a dominate focus in 2014. There will be a focus on moving forward formal reflections on the plan from fourth term to third term to allow for further work on particular areas if needed. While staff will continue to be encouraged to reflect on their own development we will also have a focus of looking at particular questions as a staff team.
Intervention and Support Programs

We have had several children receiving additional support at the kindergarten this year. Some of these children arrived at kindergarten with specific diagnoses or were assessed by specialists outside the Department of Education and Child Development (DECD). Several children were identified by staff to be in need of further investigation regarding their development and were assessed by the site’s specified DECD Speech Pathologist and diagnosed with speech or language difficulties. All of these children have been aptly supported by one of two staff members. Each child has been provided with an individual programme that support staff have focused on working through individually and in small groups. Some of the support has also been used to support children to interact with others during play. Many of the supported children have made huge gains throughout their time at kindergarten and are functioning very well within the curriculum. The site continues to use small groups to monitor, support and extend all children’s development which is proving to be effective.

Report from Governing Council

Governing Council Chairperson’s Report 2013

During this year, it has been my pleasure to be involved with the Governing Council of Aberfoyle Park Campus Preschool as Chairperson. I have enjoyed working with Liesl Arthur and the other staff at the preschool. It has been a privilege to see the behind-the-scene work that occurs to make the education of our children possible. On behalf of the Governing Council I would like to thank all of the staff, and particularly Liesl, for all of their hard work.

In 2013, there have been many fundraising activities. These include: Easter and Christmas raffles, Teddy’s Bears picnic, selling Cookie Dough, Tea Towels, the children’s Self Portrait’s, chocolates and calendars & diaries.

This year has been a difficult transitional year, with the move to one intake of children, at the beginning of 2014. As such the sessional Preschool numbers have dropped off from Term 3 onwards. This meant that there was a loss in salary funding (0.4 Universal Access for a teacher). The Governing Council decided to cover this funding from preschool funds to allow for non-contact time to be maintained and groups to remain the same. It was also decided to allow the children who started in Term 2 to have more contact time in Terms 3 and 4, as they have only had three terms at the preschool. These children were allowed an extra session in Term 3 and an extra two sessions in Term 4. Also, during Term 4, children starting next year were given the opportunity to do some ‘stay and play’ sessions to allow them to get accustomed to the preschool environment.

During the year there have been some major changes to the look of the Preschool, with the building being painted inside and out, the carpets being replaced and roller blinds being installed in the top room. We have also purchased a new photocopier and the front and side fence of the preschool has been fixed to meet current regulations.

A major decision to be made by the Governing Council this year has been to help fund the costs associated with running the new campus playgroup. It is envisioned that this decision will be reviewed by the Governing Council next year.

I would like to thank all of the members of the Governing Council for their hard work this year. I would especially like to mention Rachael Whealon for the fantastic work she has done coordinating all of the fundraising this year, Belinda Ruddy for her great work as Treasurer and finally Kate Tretheway for her role as Secretary. I would also like to thank all the volunteers who help at the preschool. Finally I would like to again thank the staff for all of the wonderful things they do every day. They make the Aberfoyle Park Campus Preschool a great place for children to start their education.

Melissa Sandow
Student Data

Enrolments

Total Enrolments 2011 - 2013

Enrolments at the start of the year have been increasing over the past few years. With the introduction of the Same First Start Date policy numbers have dropped in terms three and four 2013. This is due to children leaving to start their time at school each term while only being able to have a term one and term two in-take. Families have reported that the full day access to kindergarten with reasonable fees as a major benefit of enrolling their child/ren.

The ability for families to access programmes such as the Campus Out of School Hours Care has proven very popular and may have also contributed to increased enrolments.

Attendance

Attendance Percentages 2011 - 2013

While attendance rates are slightly down on previous years average attendance rates remain above the state average i.e. are in the high 80 to low 90 percent area. There is a general trend with those who do not attend all of the offered hours to miss the Monday half day session. A discussion was again had with Governing Council about the session structure and there is still a strong feeling in the community that the majority like the structure that the kindergarten uses and that having a rotating full would not be well received.
Table 3: Feeder School Percentage Data 2011 - 2013

<table>
<thead>
<tr>
<th>Site number - Name</th>
<th>Type</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
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<tbody>
<tr>
<td>0524 - Belair Primary School</td>
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<tr>
<td>0536 - Aberfoyle Hub R-7 School</td>
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<td>1.5</td>
<td>1.6</td>
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<td>1018 - Flagstaff Hill R-7 School</td>
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<td>1136 - Bellevue Heights Primary School</td>
<td>Govt.</td>
<td>1.6</td>
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<td>1226 - Craigburn Primary School</td>
<td>Govt.</td>
<td>4.5</td>
<td>3.2</td>
<td></td>
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<td>1664 - Thiele Primary School</td>
<td>Govt.</td>
<td>43.3</td>
<td>50.0</td>
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<td>1776 - Woodcroft Primary School</td>
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<td>8284 - Our Saviour Lutheran School</td>
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<td>8434 - School of the Nativity</td>
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<td>Total</td>
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<td>100.0</td>
<td>99.9</td>
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The total number of children attending the three Campus schools dropped during the year. There has again been a slight increase in children attending other Department of Education and Child Development schools in the surrounding areas. Some of these changes are due to families moving during their child’s time at kindergarten.

Client Opinion

The DECD Parent Opinion Survey did not receive many responses this year and will not be included here for that purpose. The site continues to seek termly feedback from parents using other anonymous surveys, the term four feedback during 2013 is shown below. Please see the next page for the parent survey repose.
Generally speaking families seem to be reporting that they are quite happy with the running of the kindergarten at this point in time.

The parent survey has highlighted that a number of families feel that they do not have enough time to speak about their child’s development. The site has a termly feedback procedure but is looking to introduce parent teacher interviews in 2014. This will enable families to have direct input in writing their child’s Individual Learning Plan and staff can touch base with families about making further times later in the year if parents / caregivers would like to take this opportunity up.

**Financial Statement**

**Aberfoyle Park Campus Preschool**

11 Budapest Road  
Aberfoyle Park  
SA 5159

**Balance Sheet**  
As of December 2013

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<th>Assets</th>
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<td>Outstanding debtors</td>
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<td>Kyocera Photocopier</td>
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<td>Prov. for Dep’h Photocopier</td>
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<td>Total Assets</td>
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<th>Liabilities</th>
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Sundry Creditors $5,078.59
GST Payable Control $(386.33)
Global Budget December $7,912.62
Kyocera Deferred Loan $6,363.40
Total Liabilities $18,968.28

Net Assets $85,855.92

Equity
Current Year Earnings $18,565.33
Historical Balancing $67,290.59
Total Equity $85,855.92

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**Aberfoyle Park Campus Preschool**

11 Budapest Road

Aberfoyle Park

SA 5159

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**Profit & Loss Statement**

January 2013 through December 2013

<table>
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<tr>
<th>Income</th>
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<td>Global Budget Income</td>
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<td>Early Assistance Grants</td>
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<td>Early Intervention Grants</td>
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<td>Centre Operating Grant - Fixed</td>
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<td>Centre Operating Grant - Varia</td>
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<td>Donations</td>
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<td>Financial Management</td>
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Admin/Leadership Expense $5,166.02
Maintenance (Hotline) $3,347.49
Venetian Blinds $2,365.45
Maintenance Funding Expenses $24,736.00
Curriculum Expenses
Curriculum Resources $4,700.37
Literacy/Numeracy Kits $15.45
Books, Posters, CD'S $178.14
Curriculum Equipment $8,067.73
Furniture & Equipment $4,455.46
Excursions & Performances $1,643.09
Administration Expenses
Administration & Stationery $396.25
Printing/Photocopying $1,625.07
Postage $168.69
Governing Council Expenses $54.91
Dep'n Photocopier $231.40
District Expenses $250.00
Bank Fees $12.58
Fundraising Expenses
Fundraising $3,859.82
Playgroup Expenses $500.00
Utilities & Centre Maintenance
Cleaning $4,410.28
Electricity $3,217.71
Gas $353.92
Telephone & Facsimile $402.70
Internet Fees $489.93
Waste Removal $260.00
Water & Sewerage $3,018.49
Centre Maintenance $8,735.72
Grounds & Gardens Maintenance $3,266.56
Other Expenses
Miscellaneous $104.00
Total Expenses $409,300.68

Net Profit / (Loss) $18,565.33

2013 Annual Report approved by:

__________________________________________ Director (Liesl Arthur) (date)

__________________________________________ Governing Council Chair Person (Melissa Sandow) (date)