Preschool Name: Whyalla Stuart Early Childhood Centre - Kindergarten
Preschool Number: 6628
Preschool Director: Lavenia Dadleh
Region: Eyre & Western

Context:
Whyalla Stuart Early Childhood Centre – Kindergarten is a stand alone Category 1 site. We are a full time centre with the 15 hours component (Universal Preschool Access). Our Centre is situated in a low socio-economic area of Whyalla. Our enrolment over the year averaged from 60 - 67 children enrolled per each term.

The diverse range of families that attend our Centre include low income families; single parent families; high number of Aboriginal families; high number of children with special needs; children with English as a second Language and children under the Guardianship of the Minister.

The services that our centre provides are:
- Sessional Kindergarten; combination of one full day and three half days; two full days and half and four half days morning or afternoon
- Inclusive Preschool Program- this program caters for children with disabilities with high support needs who are eligible to access fulltime sessional kindergarten offered on Monday am and full day Tuesday and Wednesday and Thursday morning’s.
- The Aboriginal 3 year old Resource Program which is allocated with a .8 Teacher through the Early Years Literacy and Numeracy Program
- Pre-entry is offered to children 3yr.9mth from Monday to Thursday morning or afternoon sessions
- Occasional Care is offered on Thursday morning or afternoon for 2 to 3 year olds
- Playgroup.

Staffing:
In 2011 the WSECCK staff group consisted of:

Preschool Program:
Director 1.0
Teacher 1.0
Teacher 0.5 Universal Preschool Access
Early Childhood Worker (ECW) 1.0

5 x ECW’s undertaking Preschool Support
1 x ECW undertaking Lunch Care

Inclusive Preschool Program:
Teacher 0.6
ECW 0.6

Early Years Literacy and Numeracy Program – Aboriginal 3 year Old Resource
Teacher 0.4
Teacher 0.4

Occasional Care:
ECW (8hrs)

Please note: the 0.5 teacher (UPA) fulfills the role of 0.4 (EYLNP) and the 0.6 teacher in IPP also fulfills the 0.4 (EYLNP)
Quality Improvement Plan

In 2011 the Site key priorities for the Preschool Program were:
- Oral Language and Wellbeing
  - the implementation of speech and language assessment for children
  - the use of language by all staff in explicit teaching
  - increasing staff knowledge of Oral Language development of children SPA Project
  - teaching strategies used in the Oral Language curriculum

**FOCUS ON LEARNING:**
**GOALS:** To foster and improve Literacy and Numeracy for all children
To increase children’s Oral Language abilities

**TARGET/S:** to increase the percentage of children with appropriate developmental levels of Literacy and Numeracy skills and knowledge when they leave kindergarten.

**STRATEGIES:**
- Base line data collection
- Individual Learning Plans
- Planning for individual needs
- Regular data collection
- Mapping children’s development and learning
- Teaching to individual learning styles
- Screening Phonological Awareness (SPA) Project

**OUTCOMES:**
- For all identified children on preschool support or with identified needs to have an Individual Learning Plan in place
- Children’s development and learning growth is obvious from data collected
- All children accessing a high level of support to have Negotiated Education Plan in place

**RECOMMENDATIONS FOR 2012:**
- Familiarise and implement the DECDS EYLF Document and entwine with NQS
- For all Aboriginal children to have Individual Learning Plans in place
- ILP’s and NEP’s to be reviewed at a time set at original parent interview
- Review and update as necessary all base line data collection methods and bring in line with both the DECDS EYLF and 3R’s document
- Continue to use SPA tool to identify children’s level of Oral Language development
- Continue to focus on Oral Language

**FOCUS ON LEARNING:**
**GOALS:** To improve the wellbeing of all children by:
- developing programs that focus on children’s engagement
- encouraging staff to use the DECDS Observation Scales
- Child Protection Curriculum embedded
- to improve children’s attendance data.

**TARGET/S:**
- To collect data that indicates the level of wellbeing, engagement and attendance of all children
- To incorporate the Child Protection Curriculum into the overall program so that it becomes on ongoing part of every child’s learning

**STRATEGIES:**
- Early identification of children at risk
- Completion of Preschool Access Profiles
- Support Services Referral Form completed
- To collate data so as to generate percentage improvement
- Liaise with appropriate professional agencies
OUTCOMES:
- Increased attendance
- All children identified are referred to appropriate DECD services other agencies

RECOMMENDATIONS FOR 2012:
- EYLNP Teacher to continue with the DECS observation data collection to measure improvement
- For all staff to be familiar with and use the Reflect, Respect, Relate Observation Scales

MAKE DATA COUNT:
GOAL/S: for staff to develop and improve the way they collect meaningful and relevant data

TARGET/S: to collect data that indicates the level of child engagement via Observation Scales
Staff monitor what data to collect and collate and for what purpose

STRATEGIES: to collate data to generate percentage improvement

OUTCOMES: purposeful data for children’s developmental and learning outcomes

RECOMMENDATIONS FOR 2012:
- Clarify the processes and procedures of the way we collect, collate, analyse and reflect key data sets and how this is documented and articulated in order to measure improved outcomes for all children.

IMPLICATIONS FOR 2012:
In 2012 we will see the introduction and implementation of the National Quality Framework. The new system includes a new National Quality Standard

The National Quality Standard has 7 quality areas:
1) Educational program and practice
These programs should be stimulating, engaging and enhance children's learning and development.

2) Children's health and safety
Every child's health and wellbeing should be safeguarded and promoted.

3) Physical environment.
This should be safe, suitable and provide a rich and diverse range of experiences which promote children's learning and development.

4) Staffing arrangements
Staffing arrangements should create a safe and routine environment for children and support warm, respectful relationships. Major changes as part of the National Quality Standard will improve staff-to-child ratios and the educational qualifications of the workforce.

5) Relationships with children
These should be responsive, respectful and promote a child's sense of security and belonging so they are confident to explore the environment and engage in learning.

6) Collaborative partnerships with families and communities
Good working relationships with families are fundamental to achieving good outcomes for children. Community partnerships should focus on active communication, consultation and collaboration that all contribute to children's learning and wellbeing.

7) Leadership and service management
Effective leadership and management will sustain positive relationships and environments that aid children's learning and development. Well documented policies and practices should be developed and regularly evaluated in partnership with educators, coordinators, staff and families.

In 2012 we will be implementing the new Aboriginal Family Literacy Strategy (Formerly the Aboriginal 3 year old resource). This strategy aims to encourage educators working in collaboration with children and their families, with children 3-5 years, to support their child’s literacy development.
A major decision that the Governing Council made this year was that:
The Governing Council in consultation with the Director decided to sign the kindergarten up with Centrelink to conduct Centrepay deductions. Hopefully this will make it easier for struggling families to pay kindergarten fees; and therefore eliminate bad debts on the kindergartens behalf. Indications to date have shown that this has been a positive decision.
Student Data

Enrolments

Figure 1: Enrolments by Term

Total Enrolments 2009 - 2011

Table 1: Enrolments by Term

<table>
<thead>
<tr>
<th>Year</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>58</td>
<td>67</td>
<td>72</td>
<td>50</td>
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<td>2010</td>
<td>56</td>
<td>56</td>
<td>62</td>
<td>64</td>
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<tr>
<td>2011</td>
<td>67</td>
<td>69</td>
<td>69</td>
<td>62</td>
</tr>
</tbody>
</table>

Attendance

Figure 2: Attendance by Term

Attendance Percentages 2009 - 2011
Table 2: Attendance Percentages 2009 - 2011

<table>
<thead>
<tr>
<th>Year</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009 Centre</td>
<td>77.6</td>
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<td>75</td>
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<tr>
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<tr>
<td>2009 State</td>
<td>87.2</td>
<td>87.8</td>
<td>86.1</td>
<td>86.8</td>
</tr>
<tr>
<td>2010 State</td>
<td>88.8</td>
<td>90.3</td>
<td>88</td>
<td>88.2</td>
</tr>
<tr>
<td>2011 State</td>
<td>89.9</td>
<td>89.1</td>
<td>88.4</td>
<td>89.6</td>
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< Copy table and chart from the SPeRS Annual Report Data spreadsheet >

<Enter analysis and commentary>

Feeder Schools

Feeder School Percentage Data

Table 3: Feeder School Percentage Data 2009 - 2011

| Feeder Schools | Site number - Name                          | Type   | 2009 | 2010 | 2011 |
|               | Site number - Name                          | Type   | 2009 | 2010 | 2011 |
| 0478 - Whyalla Town Primary School | Govt. | 4.5   | 11.7 |      |      |
| 0479 - Memorial Oval Primary School | Govt. | 1.5   | 3.9  | 8    |      |
| 0559 - Whyalla Special School    | Govt. | 1.5   |      |      |      |
| 0625 - Whyalla Stuart Campus R-7 | Govt. | 16.4  | 23.5 | 8    |      |
| 0938 - Hincks Avenue Primary School | Govt. | 4.5   | 2    | 8    |      |
| 0968 - Fisk Street Primary School | Govt. | 23.8  | 9.8  | 8    |      |
| 1133 - Long Street Primary School | Govt. | 17.9  | 17.6 | 25   |      |
| 1307 - Nicolson Avenue JPS       | Govt. | 11.9  | 17.6 | 25   |      |
| 8017 - Sunrise Christian School Whyalla | Non-Govt. | 1.5 | 2    |      |      |
| 8048 - Samaritan College         | Non-Govt. | 16.4 | 11.7 | 17   |      |
| Total                           |        | 99.9  | 99.8 | 99   |      |
Client Opinion

2011 Parent Opinion Survey

The table below demonstrates the Parent Opinion Survey results. The survey was distributed to families whose child was completing their kindergarten education at our Centre during 2010 (total 30). A total of 20 families responded to the survey which is lower than previous years. A majority of responses rated just above the 5.3 scale. The overall average across the 5.85 areas is 5.90. As compared to last year’s results, the table below indicates implications for future planning in these areas: improvement to parent participation; assessment and reporting and of the children’s learning progress.

Recommendations for 2012:
- To develop strategies to increase the number of parents completing the survey
- To implement strategies to increase the number of parents participating within the Centre’s everyday functions
- To continue to inform parents in a variety of mediums to encourage their involvement within the Centre

Parent Opinion Survey, 2009-2011, Pre schools, Average Rating**

<table>
<thead>
<tr>
<th>Year</th>
<th>Customer Responsiveness</th>
<th>Health, Safety, Nutrition</th>
<th>Knowledge of child</th>
<th>Program</th>
<th>Staff</th>
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<td>5.95</td>
<td>5.85</td>
<td>5.80</td>
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<td>2010</td>
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<td>5.85</td>
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<td>2011</td>
<td>5.85</td>
<td>5.95</td>
<td>5.80</td>
<td>5.85</td>
<td>5.90</td>
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</table>

** A rating of 6 (‘Strongly Agree’) represents the highest scale rating available on the survey, with 1 (‘Strongly Disagree’) the lowest.

Accountability

National Partnerships

We commenced delivering the 15 hours of Universal Access to Early Childhood Education in Term 3 2010. This proved to have its ups and downs particularly with the implementation of the Early Years System and keeping the Child enrolments and bookings up to scratch.

This proved to be the most trying process of the 15hrs since its introduction. However we did see a slight increase in children’s attendance and wellbeing patterns.

We provide the 15hrs over four days for 4 year old children with a combination of one full day and three half days; two full days and one half day and three year old children accessing four morning or four afternoon sessions.
## Whyalla Stuart Early Childhood Centre

### Financial Statement

**Ramsay Street**  
**WHYALLA STUART**  
**SA 5608**

#### Profit & Loss Statement

**26/03/2012**  
**9:22:38 AM**

<table>
<thead>
<tr>
<th>Date Range</th>
<th>1/01/2011 through 31/12/2011</th>
</tr>
</thead>
</table>

#### Income

- **Global Budget Income**: $525,716.65
- **Fundraising Income**: $2,263.30
- **Commission Received**: $106.28

#### Grants

- **IPP**: $3,000.00
- **Electrical Testing Grant**: $50.00
- **Attendance Improvement Grant**: $23,580.00
- **Literacy Resources Grant**: $1,000.00
- **Extra Electricity Allocation**: $1,100.45

**Total Grants**: $29,517.25

#### Interest

- **CBA Interest**: $108.71

#### Misc. Income

- **Excursion Income**: $659.00
- **Playgroup Income**: $174.40

#### Sales

- **T-Shirts Income**: $229.97
- **Total Sales**: $1,162.96

#### Parent Contributions

- **Fees**: $10,734.50
- **Pre Entry**: $40.00
- **Lunch Care**: $19.00
- **Emergency Care**: $3.00
- **Early Care**: $5.00
- **Occasional Care**: $704.25

**Total Parent Contributions**: $11,477.75

#### Other Income

- **GST Refund rounding Diff.**: $2.09
- **Bookclub Income**: $38.00
- **Toy Catalogue Income**: $539.41
- **Kindy Photos Income**: $370.00

**Total Other Income**: $1,490.00

**Total Income**: $572,757.30

#### Expenses

- **Salaries and Wages**: $490,404.35

#### Learning Plans

- **Aboriginal Education**: $317.41
- **Literacy**: $217.13
- **Numeracy**: $398.82
- **Parent Participation**: $38.94
- **Well Being**: $167.85

**Total Learning Plans**: $657.05

#### Curriculum Maintenance

- **Assessment and Reporting**: $132.22
- **Childrens Consumables**: $1,724.44
- **Childrens Equipment**: $1,234.35
- **EYLF**: $2,849.41
- **Excursions**: $309.56
- **IPP Expense**: $1,711.68
- **Special Events**: $349.85
- **Teaching Resources**: $0.10

**Total Curriculum Maintenance**: $3,560.88

#### Administration

- **Bank Debits**: $4,520.00
- **Centre Pay Expenses**: $3.60
- **Delinquent Debts**: $238.96
- **CBA Fees**: $10.03
- **Cartridges & Toners**: $2,307.02
- **Finance & Admin Support**: $2,505.00
- **Freight**: $24.00
- **General Office**: $737.37
- **Paper**: $225.40
- **Postage**: $86.84
- **Promotion**: $4,389.00

**Total Administration**: $13,796.16

#### Site Funded Work

- **Site Funded Maintenance**: $352.52

#### Total Site Funded Works

- **Facilities**: $352.52

**Total Facilities**: $352.52

- **Furniture & Equipment**: $538.46
- **Gardening**: $185.48
- **Hygiene Consumables**: $1,004.40

**Total Facilities**: $1,787.41
## Whyalla Stuart Early Childhood Centre

### Profit & Loss Statement

**1/01/2011 through 31/12/2011**

**26/03/2012 9:22:39 AM**

<table>
<thead>
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<th>Utilities</th>
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<tr>
<td>Cleaning</td>
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<td>Telephones</td>
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<td>Water/Rates</td>
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<td>Docc Funded Maintenance</td>
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<td>Waste Disposal</td>
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<tr>
<td><strong>Total Utilities</strong></td>
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<td>Other Expenditure</td>
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<td>Misc. Expenses</td>
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<td>Toy Catalogue Orders</td>
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<td>OHS&amp;W</td>
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<td>Hats</td>
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<td>Playgroup</td>
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<td><strong>Total Other Expenditure</strong></td>
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<td>Grant expenditure</td>
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<td>Training &amp; Development</td>
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<td>Leadership Days</td>
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<td>Early Intervention</td>
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<td><strong>Total Grant expenditure</strong></td>
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<td><strong>Total Expenses</strong></td>
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<td><strong>Net Profit/(Loss)</strong></td>
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