



Rendelsham Preschool

2019 annual report to the community



Government
of South Australia
Department for Education

Rendelsham Preschool number: 6561
Partnership: South East Coast & Vines

Name of preschool director:

Kate Foreman

Name of preschool management committee chair:

Amy Chambers

Date of endorsement:

Context and highlights

Rendelsham Kindergarten went through a lot of change in 2019, however we still successfully provided high quality education and care for the 2019 cohort and the community. With the decline in numbers it seemed enviable that the Kindergarten would amalgamate with the Rendelsham Primary School. This was made possible by the support of RPS principal Emma Howell and the SECAV LET team. Many discussions with families and the broader community were had throughout 2019 and the Kindy's governing council worked well together to make sure the transition would be as seamless as possible. We continued to offer a weekly supported playgroup on Thursday mornings 9am to 10.30am which was well attended throughout the year. Our 3-year old/Occasional Care/Supported Play associated program continued, even though this will look different in 2020. We had 9 children enrolled across two days to even out numbers with such a small cohort of eligible Kindy enrollments. Working with families and governing council we changed our Kindy session times to align with families needs and make sure all children were accessing their 15 hours of universal access. This meant we saw the children Tuesday and Thursday 8.30am to 3.15pm, and every second Wednesday (even weeks) 8.30am to 12.30pm. We continued our Scrub Kindy adventures which continue to be a highlight for the children and families, we also visited Robe Kindergarten on excursion, teamed up with Beachport Preschool for a day of boat investigations, joined in on Nature Play in Millicent, visited the Naracoorte Caves, McCourts Garden Centre and went to Mount Gambier for Zoom and Alpacas with Maracas. We also enjoyed working closely with Rendelsham Primary School by being involved with their Camp Out Day, Book Week activities and they joined us when Pine Ridge Honey visited to talk all about bees. Educators continued curriculum planning to reflect and review children's learning across the program and to work as a team to share our thoughts and observations to maximize children's development. Planning was questioned and improved upon, and educators attended a number of professional learning opportunities to improve their own pedagogy. This included Jane Lemon days, Melbourne Study Tour, John Hattie, LDAR days and many more. Kate and Billie worked well with Emma and new Rendelsham preschool teacher Sally Gower to keep families well informed and a smooth transition for our 2020 cohort.

Report from the preschool management committee

We have representatives from all 3 services provided by our kindy with 6 active members. Amy Chambers & Angela Chambers continued their roles as president & treasurer with Haylee Bowering & Leah Strother sharing the role of secretary. Our meetings are professional & open for all who access the centre. Our flexibility & positive atmosphere has maintained a high involvement by families. Finances continue to be in good order & used wisely throughout the year while staying closely in line with our budget. It has been a successful year for fundraising with our pie drive & Mother's Day raffle achieving amazing results. These funds are being used to upgrade our beautiful kindy & resources to best benefit our children's learning experiences focusing on literacy/numeracy & social skills. Our 3 year-old program is an amazing stepping stone for all children involved. The program continues to fund itself while showing every year how valuable it is through the seamless transition made by the children. We welcomed Kindy director Kate Foreman to the team. Kate slotted in with the children smoothly & brought with her fresh enthusiasm & ideas. Billie Bellinger continued in her ECW role much to the children's excitement. Kate and Billie are an amazing team, this can be seen in the huge growth in all the children attending the site. Another change we have made as a governing council is the kindy hours. We have adjusted the start and finish times of the kindy to align with the school and as a result of this added a half day every second Wednesday to ensure the children are accessing the full amount of time they are entitled. We also made the decision to split the 3 year old program over two days instead of one. With only the three kindy children this year and a much larger group of nine three year olds this worked very well. Full report can be sent, and will be attached.

Quality improvement planning

Area 1.Educational program and practice. Educators continued to work with/use daily Preschool Literacy and Numeracy Indicators as the base for individual planning. Educators focused planning through Jane Lemon's digging deeper philosophy while taking a closer look at the indicators, as well as using inquiry through LDAR professional learning.

Area 2.Children's health and safety - every child participated in the Child Protection Curriculum DECD. Individual learning plans reflected identified needs - shared with families. Daily checks of the environment outdoors. Daily opportunities for physical play and outdoor nature learning. Child input into site policies. Infectious diseases alerts as required and general health information available for families . Annual CAFHS preschool checks were offered to families and attended by two in Millicent.

Area3. Physical environment- General maintenance updated. Relocated pines near boat due to fire risk, yet to see whether they will survive though. Continued garden planting with children.

Area 4.Staffing arrangements - Kate Foreman took over as Director in January 2019 for a one year contract to help with a smooth transition from stand alone Kindergarten to school based preschool. Billie Bellinger continued as ECW and support, and did an amazing job with the children, she also worked many hours as the site's financial officer. Relevant professional learning opportunities accessed by all staff linked with both site and SECAV Partnership goals.

Area 5.Relationships with children - Relationships were developed with all children and their families. Educators maintained relationships through supportive conversations, family involvement with preschool/school activities, excursions and governing council fundraising. Regular newsletters, surveys, listening, conversations, high participation rates in kindy/community events, celebrations of learning at end of year and end of year transitions were a great way for connection between educators and families.

Area 6.Collaborative partnerships with families and communities. Daily access for families to children's learning folders and plans (located sign in area). Collaboration with school learning and celebration events, Participation/involvement in school/kindy events. Support /involvement in Scrub Kindy program, learning experiences cooking/gardening. A number of community meetings were also held to keep families well informed in regards to the amalgamation processes for both the school and the preschool.

Area 7.Effective leadership - Policies were reviewed and discussed at Gov Council Meetings, Leadership Training opportunities were taken up and completed including LDAR and Jane Lemon days. QIP self assessments/reviews termly. Working with families to keep them informed in relation the future of our rural site based model. We have an empowered, passionate and well informed Governing Council. Educators participate in regular self assessment processes and evaluate their work to discover the impact they have on children's learning within the planning cycle and through accessing regular Professional Learning to support improvement.

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2016	4	4	4	4
2017	4	4	4	4
2018	6	6	6	6
2019	3	3	3	

NOTE: The data is based on person counts in the two week reference period each term. Excludes pre-entry.
Source: Preschool data collection, Data Reporting and Analytics directorate.

Enrolment comment

Enrollments remained low and below DfE requirements for a rural stand alone preschool. Due to these low numbers it was voted on and approved by the Minister for the Rendelsham Kindergarten to become a school-based preschool in 2020. Rendelsham Kindergarten is amalgamating with Rendelsham Primary School. We have x8 4 year old children enrolled for a school-based preschool in 2020. Our unfunded 3 Yr Old program for 2019 has maintained enrollments and in Term 4 we had 9 regular enrollments in our full day 3 year old program. A supported play program will continue at the preschool in 2020, how this will look is unknown at this time.

Attendance

Year	Term 1	Term 2	Term 3	Term 4
2016 centre	100.0%	87.5%	100.0%	100.0%
2017 centre	100.0%	100.0%	100.0%	93.8%
2018 centre	100.0%	95.8%	100.0%	83.3%
2019 centre	100.0%	100.0%	43.5%	
2016 state	91.1%	89.0%	87.2%	87.5%
2017 state	90.5%	88.2%	85.9%	87.2%
2018 state	90.7%	88.3%	87.0%	87.2%
2019 state	90.3%	87.4%	85.8%	

Based on attendances recorded in the two week reference period each term. Data for eligible enrolments as described in the department's Enrolment policy.

Attendance rates may differ to previous reporting with the transfer from calculations based on deemed attendance to actual attendance using booked hours divided by attended hours.

Attendance comment

In 2019 our attendance levels remain higher than state average, with a significant drop in early term 3. Our children come from rural and fishing families who take holidays around seasonal work. However, I believe the high attendance demonstrates the high value families in our rural setting place on quality early childhood education services. Our 3 yr old program attendances are also extraordinarily high and match these percentages.

Destination schools

Feeder Schools (Site number - Name)	2016	2017	2018	2019
375 - Rendelsham Primary School	50.0%	100.0%	100.0%	100.0%
9045 - St Anthony's Catholic Primary School	50.0%	0.0%	0.0%	0.0%

NOTE: The data is collected in Term 3. It does not reflect actual schools enrolled in by exiting preschool children. Only schools that are a destination for 3% or more of students are shown.

Source: Data Source: Site Performance Reporting System (SPER), Term 3 2019 collection.

Destination schools comment

For 2019 we have 100% of our children feeding into our local Rendelsham Primary School. This has been highly beneficial for the school as it begins a rise in enrollments since 2016. Families see our 'one stop shop' in the early years and our very close, frequent connections/interactions with Rendelsham Primary School throughout the year as an important advantage for their children. Transition into school is often remarked on by families as a 'non event' in Rendelsham, meaning that it is a barely noticeable and seamless move after already long associations between all educators and children. They demonstrate high levels of confidence.

Client opinion summary

This year 12 hard copy client opinion surveys were handed out to families. 3x 4year old Kindy and 9x 3year old program families - all of which were accessing our Kindy site weekly throughout the year.

Due to technical issues with leadership emails not correctly being transferred the survey was handed out in week 7 of Term 4.

Only 4 were returned.

From the 44 questions across 4 surveys most answered "Strongly Agree" and or "Agree"

Parent comments included:

"An amazing preschool run by fantastic supportive staff"

"It would have been great if DfE speech pathologist could have started sooner and visited more often. Luckily the teachers ensured my child got plenty of support from them."

"Excellent support and services, the transitions are great with the combination of playgroup, supported play then kindy."

"Great communication - email, paper notes, in person and floor books"

"Please continue supported play, highly valued program".

Relevant history screening

All educators employed have relevant and up to date screening on file.

This includes relief staff, grounds person and contract cleaner.

Financial statement

	Funding Source	Amount
1.	Grants: State	\$148106
2.	Grants: Commonwealth	\$0
3.	Parent Contributions	\$7936
4.	Other	\$3378

2019 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2019 funding was used to improve the relevant department's standard of educational achievement outcomes (where applicable):*	Outcomes achieved or progress towards these outcomes:
Improved outcomes for numeracy and literacy	Director/Teacher attended 4 LDAR days which had a focus on the literacy and numeracy indicators.	
Improved ECD and parenting outcomes (children's centres only)		
Improved outcomes for children with disabilities		
Improved outcomes for non-English speaking children who received bilingual support		

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