

# Napperby Preschool Annual Report 2013



**Government of South Australia**  
Department for Education and  
Child Development

*“From small beginnings, learners are nurtured to shine”*

## Context

**Preschool Name:** Napperby School based  
Preschool

**Preschool Number:** 1561

**Preschool Director:** Cath Norton

**Region:** Yorke & Mid North

Napperby Preschool is a small rural preschool that works closely with the primary school. It also supports a parent run playgroup that has been operating on Wednesday and Friday Mornings.

## Quality Improvement Plan

### Quality Area 1— Educational program and practice

- 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

### Quality Area 2— Children's health and safety

Each child's comfort is provided for and there are appropriate opportunities to meet each child's need for sleep, rest and relaxation

### Quality Area 3—Physical environment

Outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purpose

### Quality Area 4—Staffing arrangements

- Educator to child ratios and qualification requirements are maintained at all times
- Professional standards guide practise, interactions and relationships

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### Quality Area 5— Relationships with children

Interactions with each child are warm, responsive and build trusting relationships

Every child is able to engage with educators in meaningful, open interactions that support the acquisition of skills for life and learning

### Quality Area 6—Partnerships with families and community

- Current information about the service is available to families

### Quality Area 7— Leadership and service management

## Achievements in 2013 from QIP

### Quality Area 1

Educational programs and practice implemented using ELYF and NQS guidelines

- 1.1.1 Learning is transparent across the preschool community
- 1.1.2 Children's interests are reflected in the fortnightly program.
- 1.2.1 ILPS for each preschool child

#### Quality Area 2

Upgraded both indoor and outdoor physical environment including reviewing resources and play equipment including the building of toilets on the preschool grounds

2.1.2 Structured rest time

2.3.1 Supervision Policy created

2.3.2 Correct storage of chemicals and other hazardous materials

2.3.3 Emergency numbers visible for all users of the centre

#### Quality Area 3

Major upgrades of the physical environment

3.1.1 Development of the outdoor area

#### Quality Area 4

All staff suitable qualified in accordance with NQS and regular meetings to ensure continuity of practice

4.2.1 Creating a list of qualified relievers and sso workers for the preschool

4.2.1 Reviewed and updated relief folder

#### Quality Area 5

5.2.1 Increased the learning opportunities for preschool children to be involved in collaborative learning activities

#### Quality Area 6

6.3.1 Preschool community has greater awareness of NQS requirements

#### Quality Area 7

7.2.1 Philosophy Statement reviewed

### **Recommendations for 2014 to achieve Exceeding rating**

#### Quality Area 1

1.1.4 Documentation about each child's program and progress is available to families.

1.1.6 Each child's agency is promoted, enabling them to make choices and decisions and influence events and their world.

1.2.1 Each child's learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation.

1.2.2 Educators respond to children's ideas and play and use intentional teaching to scaffold and extend each child's learning.

1.2.3 Critical reflection on children's learning and development, both as individuals and in groups, is regularly used to implement the program.

#### Quality Area 2

2.1.1 Each child's needs are supported

2.1.2 Each child's comfort is provided for and there are appropriate opportunities to meet each child's need for sleep, rest and relaxation.

2.1.4 Steps are taken to control the spread of diseases and to manage injuries and illness, in accordance with recognized guidelines.

2.2.1 Food and drinks provided by the service are nutritious.

### Quality Area 3

3.2.1 Outdoor and indoor spaces are designed and organized to engage every child in quality experiences in both built and natural environments.

3.3.1 Sustainable practices are embedded in service operations.

### Quality Area 4

4.2.3 Interactions convey mutual respect, equity and recognition of each other's strengths and skills.

### Quality Area 6

6.2.1 The expertise of families is recognized and they share in decision making about their child's learning and wellbeing.

6.3.1 Links with relevant community and support agencies are established and maintained.

6.3.2 Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities.

6.3.3 Access to inclusion and support assistance is facilitated.

6.3.4 The service builds relationships and engages with their local community.

### Quality Area 7

7.1.2 The induction of educators, coordinators and staff members is comprehensive.

7.2.3 An effective self-assessment and quality improvement process is in place.

7.3.5 Service practices are based on effectively documented policies and procedures that are available at the service and reviewed regularly.

## Intervention and Support Programs

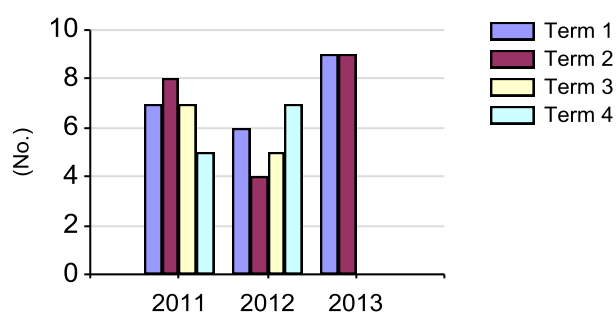
Napperby Preschool did not have any targeted students or intervention programs as there was no need.

## Report from Governing Council

Please find the report with the school governing council report.

## Student Data

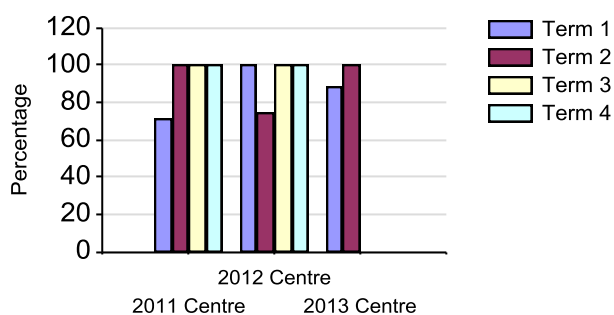
### Enrolments



Enrolment by Term				
Year	Term 1	Term 2	Term 3	Term 4
2011	7	8	7	5
2012	6	4	5	7
2013	9	9		

The increased enrolments have been a result of liaising with a proactive playgroup run by a parent in the community and the implementation of occasional care in 2012. 2014 sees projected enrolment numbers of the centre being almost at capacity.

### Attendance



Attendance Percentage				
Year	Term 1	Term 2	Term 3	Term 4
2011 Centre	71.4	100.0	100.0	100.0
2012 Centre	100.0	75.0	100.0	100.0
2013 Centre	88.9	100.0		
2011 State	89.9	89.1	88.4	89.6
2012 State	87.4	85.9	84.5	85.5
2013 State	88.7	88.0		

Generally the children have a good attendance rate and it is mainly due to illness that children do not attend preschool. This year with the wet season we have had there was a slight increase in absences as children fell ill with colds etc.

Feeder Schools

Feeder Schools				
Site number - Name	Type	2011	2012	2013
0308 - Napperby Primary School	Govt.	100.0	100.0	100.0
Total		100.0	100.0	100.0

Students from the Preschool have a natural transition to Primary School due to the close working relationship between the two teachers and the collaborative programs implemented throughout the year

Client Opinion

Please refer to the data from the Napperby Primary School Parent Opinion Surveys

Financial Statement