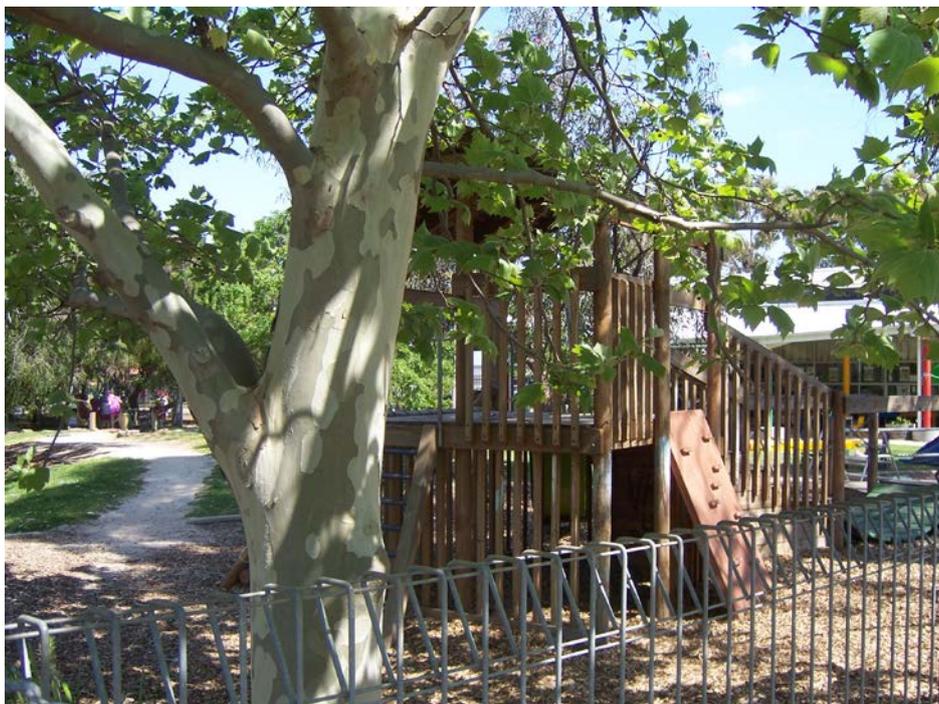


Andrews Farm Community Preschool



Annual Report 2013

Context

Preschool Name:	Andrews Farm Community Preschool	Preschool Number:	2635
Preschool Director:	Sue Tiver	Region:	Northern Adelaide

Andrews Farm is a relatively new suburb situated about 29 kms from SA's capital city, Adelaide. It lies to the north of Adelaide between the city of Elizabeth and the town of Gawler. Rapid growth has taken place from the early 1990s, as large numbers of new dwellings were added to the area on land reclaimed from agricultural use. The most recent land release in the suburb's south sees growth continuing and as a result we have many families with young children moving in to the newly built houses. The approximate population of Andrews Farm is 6,500 and the average age is 25 years. (There are very few people over the age of 85 living in Andrews Farm and in 2011 the largest age group being 0 to 4 year olds). The age structure of Andrews Farm provides key insights into the level of demand for services and facilities such as preschool and care.

The houses are predominantly the larger, detached or separate dwellings, which are more likely to attract families and prospective families. 65% of homes are fully owned or in the process of being purchased and 35% are rented. The majority of the families living in Andrews Farm have at least one parent employed full time and there are many working on a part time basis in managerial, professional, administrative roles. In 2013, we had many grandparents collecting and dropping off children indicating involvement in the care of their grand children.

The preschool, built in 1994 is located next to St. Columba College, a private R- 12 school, where a large number of children exiting from our preschool attend. The preschool, school and several shops together with houses make up the suburb of Andrews Farm. The preschool is therefore very much a part of the community as it is often the first point of call for the young families when wanting to meet others. In 2012, the DECD due to capacity guidelines, the high number of families requiring preschool services and the lack of spaces in the area, introduced geographical boundaries as a guide for families when enrolling at the preschool.

In 2013, the preschool a category 2 site had an enrolment of approximately 80 children. We also had a number of families who were placed on the preschool waiting list. To cater for the needs of families in the community, we offered sessional preschool, a full day programme and a combination of full and half days.

The established staff team of 8 consisted of 3 teachers and 5 ECW's including support and intervention staff. The preschool allocated funds for extra ECW support hours to assist children with learning needs and for a teacher to work with the children in the Early Intervention programme, We also set aside funds from our literacy budget for a speech therapist to work at the preschool.

About 90% of our families are from English speaking backgrounds. More recently, there has been an increase in the number of Sudanese families attending preschool. There are several Vietnamese and Italian families.

The preschool's financial position is sound and this has enabled us to allocate extra funds to support children's learning and the focus on literacy and numeracy development.

Quality Improvement Plan

In November 2012, our preschool was reviewed through the new Federal Government National Quality Agenda (NQA) assessment process. The NQA aims to raise quality and drive continuous improvement and consistency in education and care services. Sites work through a Quality Improvement Plan which involves looking at the 7 quality areas, identifying strengths, areas for improvement and plans for that improvement. The preschool was rated as having met all the requirements of the standards. Through the Quality Improvement Plan, we continue to review, plan and implement change where needed.

The Preschool provides children with the opportunity to experience a quality, planned educational programme in the year before they start formal schooling. Children may attend up to 15 hours of preschool per week in their eligible preschool year. Some children have access to early enrolment.

In 2013, we worked through the introduction of 'same first day' where children who turn 4 before May 1st. commence preschool at the beginning of that year.

There is conclusive international evidence that early childhood is a vital period in children's learning and development. Our Preschool program aims to provide experiences for all children that are engaging and build onto their current learning.

We offer a play based curriculum and provide the children with spaces and opportunities for both indoor and outdoor learning. The children can engage in a range of art, music, creative, literacy, numeracy, science and technological experiences. The learning program is delivered by qualified staff using the Early Years Learning framework (EYLF): Belonging, Being and Becoming to support our work and planning for children's learning.

The Early Years Learning Framework, together with staff observations, Levels of Questioning, parent information, child interviews, DECD Speech Department, special education personnel, photographs, staff anecdotes and discussions were all used to guide us as we planned together appropriate goals for the children.

Quality Area Outcome 1: Educational Programme and Practice

The development of children's communication was a high priority of the preschool and the Northern Adelaide Region.

Literacy, particularly **vocabulary and comprehension** which impact on oral language and social skills was a main focus. Our play based curriculum, music and the more structured small language groups were used to provide the children with many opportunities to develop oral communication, vocabulary and comprehension skills. There were many opportunities for talking, singing, listening, writing and drawing where the children could practise and develop their oral (and written) language skills.

Our goal: ***"To extend children's vocabulary and comprehension skills to develop and reinforce competency in communication"*** This supported the Early Years Learning Area "Children are effective communicators"

The words of Carmel Crevola an international literacy consultant and researcher remind us that "we cannot assume that a play-based curriculum alone will mean language development." There were many opportunities for the children to engage in quality experiences, discussion, incidental conversations, intentional and explicit teaching and learning to expand children's oral language. These were tailored to meet the developmental needs of the groups. Carmel also reminded us to allow time for reflection and processing when we talk to the children.

Involvement in Book Week – Into the Universe theme

Live theatre excursion - Me and My Shadow

OPAL Brekky programme - over 8 weeks

20th birthday celebrations - planning and activities all provided rich literacy experiences.

Our involvement in a Uni of SA research project on "Inference," also supported our focus on literacy by extending children's understanding and skills.

Although we often infer things about the world around us, we used story books to learn more about inference and to extend the development of literacy. This was a more challenging concept and further confirmed the need to build and strengthen vocabulary and comprehension to be able to expose children to the more difficult skills of inference and prediction.

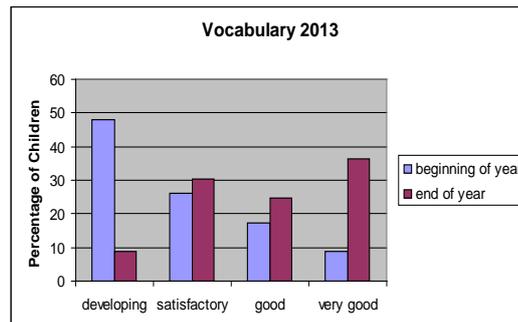
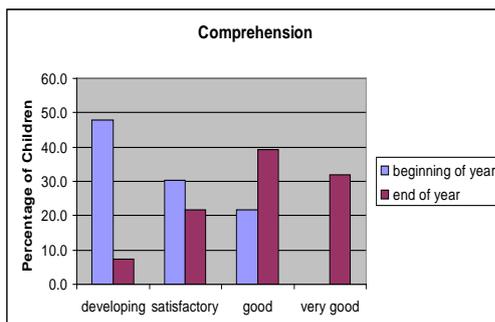
Research tells us: "...the single most important activity for building the knowledge required for eventual success in reading is reading out aloud to children" *Family literacy studies* have shown that the role of parental storybook reading (when adults read appropriate text to their children) "...is an experience which has significant effects. It increases children's vocabulary, comprehension skills, improves their chances of success in school based literacy instruction and increases children's reading achievement." This research was often shared with our families.

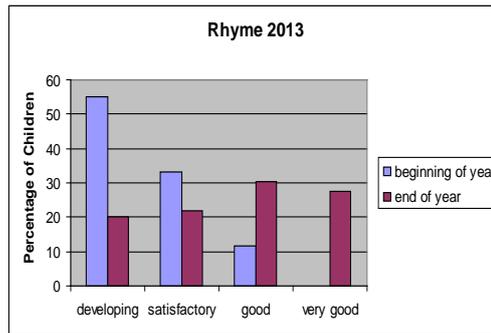
We were fortunate to have weekly visits from a grandparent who read story books to the children. In this grandparent's words *"Thankyou for giving me the privilege of reading to the children and to the children willing to listen to me reading stories."* **Learning Outcome 5: Children are effective communicators.**



To also support the literacy focus, we allocated resources to fund the DECD Speech therapist to visit on a regular basis. This time was used to work with identified children, to complete assessments, write programmes, talk with families and train support workers.

Data as the children commenced and exited preschool is shown in the graphs below:





Numeracy was a focus for our site and the region.

Our goal: ***“To support children to have the confidence, capacity and disposition to use mathematics, ie: particularly through the development of number and concepts”***

Articles about numeracy in the early years have reported:

“One of the most valuable ways an educator can support young children’s development of numeracy is to provide the language to talk about maths and mathematical ideas. That means educators need to understand mathematical concepts and to recognise the potential of everyday situations for rich numeracy learning.”

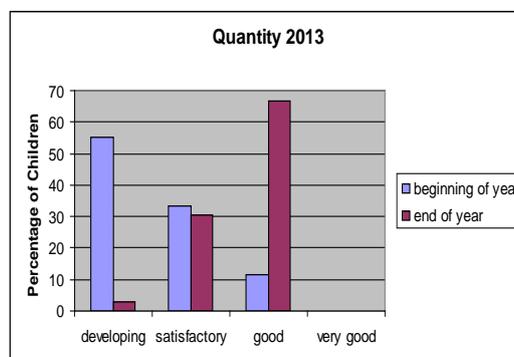
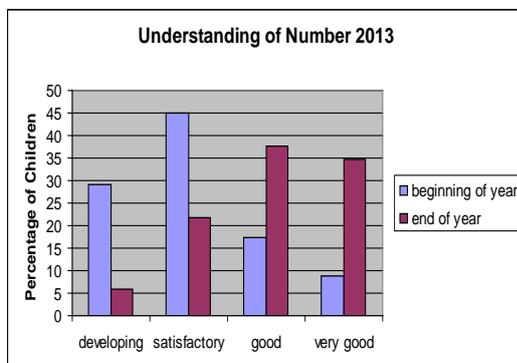
We have read from our research that “all children have the potential to be numerate, so teachers need a wide repertoire of practices which they can combine and adapt in different ways to suit the learning tasks and meet individual children’s learning needs.”

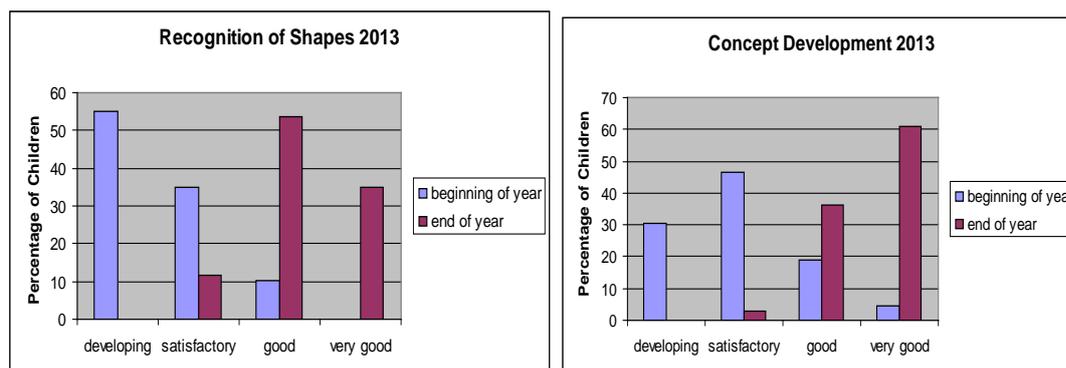
We provided a variety of learning experiences and opportunities:

- for children to demonstrate an understanding of number and concepts
- to use vocabulary to describe concepts: size, length, position, quantities.
- to recognise patterns of routines, sorting, organizing, comparing collections
- to use a variety of manipulative equipment to construct, build, measure
- for numerous music groups which many of our families observed
- for a balance of explicit teaching and independent learning
- to use computers with internet access
- using props, visuals, 1:1 support

Our research also emphasised that effective professional learning is a critical factor in improving teacher efficacy and learning outcomes and this is an area of interest for 2014.

Data as the children commenced and exited preschool is shown in the graphs below:





The children’s interest in the outdoor environment and small animals led to a focus on science and providing experiences and opportunities for discovery and discussion. In terms 2 and 3, we borrowed live animals from the **Nature Education Centre**, situated at Urrbrae Agricultural College, Fullarton. The children gained knowledge about the animals and creatures, how to handle them, their features and caring for them. We used the internet and reference books to research the animals and incorporated musical and drawing experiences. The families were also involved and keen to see the visiting animals an axotli, spiny leaf insects, hopping mice, turtles, hermit crabs, blue-tongue and lizards.

Learning Outcome 2: Children are connected to and contribute to their world.

The children and families keenly followed the eggs and newborn chicks with the **Living Eggs** experience. We observed the eggs in an incubator, waited and watched as they hatched, grew and then developed feathers. This was a great opportunity for the children to develop an awareness of the environment and the interdependence of living things. Literacy, numeracy and musical activities were incorporated into this experience.

The children were always keen to be involved in our regular cooking experiences. This included discussing recipe ideas, hygiene and wearing the aprons, hats playing the role of a chef. The discussions from cooking experiences were often extended in a number of directions.

Area 4: “Children are confident and Involved Learners.”

In March, we celebrated Harmony Day which is part of the Australian Government’s “Living in Harmony” initiative. This is Australia’s largest national multicultural event. The colour for Harmony Day is orange and many children wore something orange to preschool which was decorated with orange balloons, and streamers. We enjoyed making necklaces by threading a collection of orange pasta, straws, and patty pans. A shared snack time created a party like atmosphere and celebration.

Area 1: “Children have a strong sense of Identity”

In June, we celebrated the preschool’s 20th birthday. Following discussions with the children and Governing Council, we worked through following the children’s suggestions and arranged: a Jumping castle, birthday cake, face painting, balloons, shared food for parties, a plant for a present to the preschool and then celebrated for 4 days.

This and many experiences encompass several if not all EYLF and Quality Areas.

Area 2: Children are connected with and contribute to their world.

Area 3: Children have a sense of Identity.”

1. Educational programme and practice. 5. Relationships with children.
6. Partnerships with families and community. 7. Leadership and management.

Every child has a folder with evidence of engagement in the 5 EYLF areas. This consists of a of photographs, samples of work and special experiences over the child’s preschool journey.

The children and staff often access the folders. Our families are encouraged to look through the folders. They are a great record of their child's journey through the year at preschool. Educators focus on building relationships with children and families and we find the folders a good starting place with many families.

Quality Area 2: Children's health and safety:

Health and safety policies and procedures were reviewed to maintain the National Quality Standards. Tasks included risk assessments, review of health and hygiene procedures, hot weather, health, food and nutrition policies. The policies were discussed at Governing Council meetings, comply with the National Quality Standards with a focus to safeguard and promote children's health and safety.

Children's protection and health needs were supported by:

- Child and Youth Health hearing and visual assessments for all children
- Our participation in the Playford Council OPAL Healthy Breakfast programme
- Installation of extra Automatic soap dispensers
- Information to families on sleep and relaxation for children
- purchase of soft pillows and bean bags to provide comfort for children's needs
- programming for the opportunity for daily physical activity experiences
- planned supervision of children at all times
- hard wiring the hand dryers in the children's bathroom
- plans for visits from community services (eg: fire, police)

The Staff have current certificates and clearances in Responding to Abuse and Neglect training, First Aid and Criminal History checks

Quality Area 3; Physical environment

The outdoor is a great learning area where the children are involved in a large number and variety of rich experiences. The children and staff also share and enjoy the time pruning the bushes, trees, planting, weeding and watering the garden. The indoor and outdoor spaces are inclusive and encourage exploration, independence and competence through play.

Achievements focusing on providing a safe, suitable physical environment:

- outdoor blinds to shade children's bag area (belongings are more protected)
- the installation of a compactus with Government funding has made an significant difference to the storage, access and efficiency of operation with resources
- installation of a large security light in the preschool car-park
- new entrance gates to the preschool have enhanced the look and first impression
- painting and cleaning of the wooden eaves, supports, concrete on the verandah area
- caring for the environment with the green waste bin for fruit, leaves to compost
- removal of concrete in the forest area, replaced by planting and provision for the children to sit, talk, think, reflect

Quality Area 4: Staffing Arrangements

The Federal Government Universal Access to preschool initiative where children are eligible to attend preschool for up to 15 hours per week began operating in 2013.

Our sessions are 3 hours with an 8.30 start. There were several challenges with this for the families, children and staff. We worked through the challenges of new times and the needs of all concerned. This area is one that is often reviewed and discussed with all particularly in relation to attendances of the children.

The staff team consisted of 3 trained teachers, 2 Early Childhood Workers (ECW's) and 3 support staff to assist our work with the children and families. We also bought in speech therapist time and this was much appreciated by the families and staff. The speech therapist

visits on a fortnightly basis to work on an individual and cluster basis. The time also involves talking to the families and training for staff.

Bi-lingual support in Dinka language was arranged for several children and their families. We will re-apply for speech therapist time and bi-lingual assistance during 2014, to assist in supporting the needs of children and their families. We will also work on aspects of the Reflect, Relate Respect document in 2014.

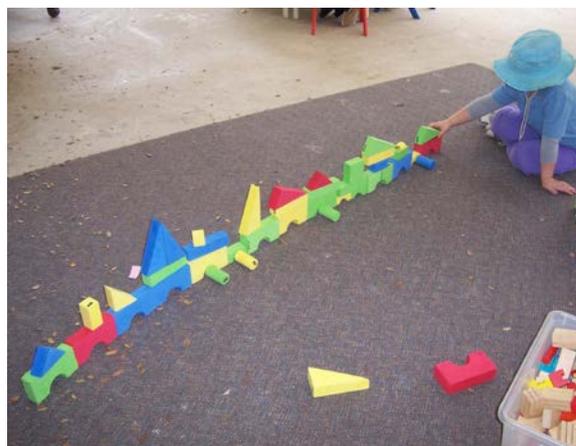
Quality Area 5: Relationships with Children

The Early Childhood organization presentation and workshop around “Consulting children in the planning and reporting process” continued to inspire staff. The children actively contributed to the programme with their suggestions and ideas. Also, children’s interests, needs and development guided our practice and planning processes.

In many instances, staff provided the scaffolding and the children’s play and discussion led the direction.

The children assisted in making the “Do not touch” signs which were used on the large floor puzzles, constructions and displays. The children were then able to show and share their work with their families.

We purchased a new camera to photograph the children’s work. Photographs were taken of the children engaged in each of the 5 Learning Areas and these were placed in the children’s individual folders.



Quality Area 6: Collaborative Partnerships with Families and Communities

Our involvement with families and community partnerships relates to the NQS area 6.

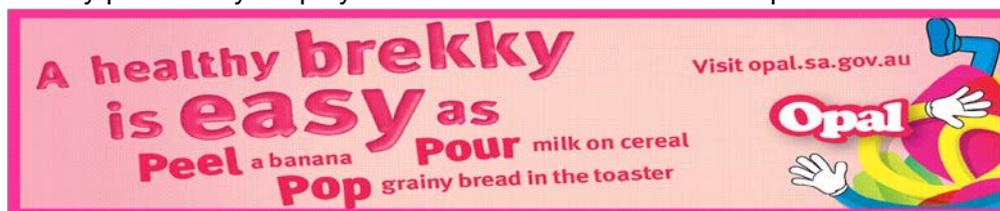
The emphasis on good health practises continued with our involvement in the OPAL programme in conjunction with the Playford Council. This promoted breakfast ideas, the importance of a good start to the day and attaining a healthier lifestyle.

The programme over 8 weeks in term 3, involved:

- a training session and resources from the OPAL team for all preschool staff
- staff discussion and planning of how we would deliver the programme
- cereals, smoothies, porridge, toast / crumpets were the 4 parts of the programme
- purchasing of materials, food, setting up resources
- “Peel, Pour, Pop” signs all through the centre, on all newsletter information
- involvement of families with resources
- displays of children’s thoughts, recording of popularity of each of the 4 cereals
- informative articles / research sent home with families
- “Peel, Pour, Pop” signs were on display in the community and recognised by the children as they drove around
- feedback, review of the programme and resources

We felt that it was a very successful programme with families commenting that “children tried other cereals” and they gained some new breakfast ideas. The education increased

awareness and highlighted the importance of breakfast for children's energy at the start of the day particularly for play and concentration. This also impacted on others in the family.



Learning Outcomes: Area 3: Children have a strong sense of wellbeing

Community involvement continued with students in years 10, 11 and 12 from local schools and TAFE performing work experience with us.

St Columba Year 12 students enrolled in child studies researched the developmental level and interests of preschool children. This involved observing, planning, discussing, negotiating, questioning staff and then presenting activities, stories and plays for the children. These presentations were then evaluated by the preschool staff and feedback was given to the students.



Other areas of involvement with the community

- The excursion by bus to Golden Grove with 50 children to see the Patch Theatre performance "Me and My Shadow" was a highlight. Excursions give children the opportunity to participate in a learning experience outside of the preschool, to develop trust, confidence and understanding of their world and environment
- To assist with transition for children commencing school, visits and meetings with reception staff from local public and private schools were organized
- We participated in the National Simultaneous Story-time event which acknowledges the vital work being done around Australia to develop children's literacy and numeracy. The National Simultaneous Story-time book : THE WRONG BOOK!!! which the children asked many times for the story to be re-read
- Children's entertainers Drumming Monkeys came to the preschool and performed to the children and families (an evening therefore mums and dads were able to attend)
- preschool 20th birthday celebrations for 2 days: a party atmosphere with jumping castle, face painting, cake, balloons, shared party food
- The Playford Mobile library fortnightly visits provided an opportunity for 50 children to borrow books from this community service.
- hosting a regional Uleybury cluster meeting with DECD director, school, preschool leaders

- Access to inclusion and support assistance was facilitated by regular visits from D.E.C.D. special education disability coordinator
- Collaboration with Community Health speech providers and Hospital services
- working with the St Columba OSHC programme accessing our activity room
- research project with Uni SA titled “Exploring children’s ownership and understanding of domestic pets”

National Simultaneous Story-time: THE WRONG BOOK!!!



Quality Area 7: Leadership and Service Management

This quality area of the *National Quality Standard* focuses on effective leadership and management of the preschool that contributes to a quality environment for children’s learning and development. This was supported by:

- formal, informal, incidental opportunities for discussion with families, Governing Council and staff
- closure days with a time for evaluation, planning and the implementation process
- positive comments continually made from visitors and new families about the environment, the group-times, engagement of children
- parent surveys which indicated a high level of satisfaction with the service; Comments from the families eg:- “...thank-you for the care, guidance, and support throughout the year. She has enjoyed every day and the experiences in 2013 at kindy. Thank-you for being so amazing! He has loved every minute of kindy. I feel you go above and beyond and have made us feel very special. We have seen some great changes in her. Our children have had a ball and our family will miss kindy.”
- feedback for improvement would be to give families more information of how to be involved in the service, which we will work on in 2014
- Incident Response Management System (IRMS) training completed
- participating in Regional leaders, cluster and preschool directors meetings which provided opportunities for networking, obtaining information, gaining knowledge of recent, topical research

- attending performance and development training which provided processes and strategies to use at performance conversations with staff.
- a cycle of review, evaluation, planning for continuous improvement is ongoing
- self assessment is an area that we will explore further in 2014
- Using the recently developed DECD IT systems that have assisted leaders in completing administration tasks ie: EYS for enrolments, VSP for online job applications for staff, HRS for online teacher relief claims and the Learnlink email system. These work well and are effective in assisting leaders

In preparation for 2014, with the new "Same Day Start" the enrolment process included:

- letters to invite enrolled families to attend a power point presentation
- letters of confirmation and interview times
- 3 days of interview sessions for families (child also to attend)
- discussion with the families and child to confirm attendance times, policies etc
- identification and completion of referral forms where applicable to acquire support time from the commencement of 2014

This has been reviewed and several small changes will be implemented to improve the process for families.

The DECD Assistant Regional director and Early Years Coordinator were both very supportive of Early Years education and our work at Andrews Farm Community Preschool.

Intervention and Support Programs

Preschool support

The *Preschool support* program caters for children who have a disability or additional needs. Support includes the provision of additional staff to implement individual programs devised in consultation with preschool staff, parents and other relevant professionals engaging with the child. Regional staff allocate the level of support for children and also provide support for staff including assessments, training and development, program advice and recommendations.

Outcomes of intervention and support for targeted learners

Children with disabilities

- children received support from DECD Disability and Support Services ranging from 30 minutes to 2 hours per week towards the achievement of learning goals
- the support was partly funded by DECD with our preschool supplementing the Department funding, (therefore the children received extra support time)
- support is provided by the ECW's who implement the speech and language programmes developed by the speech pathologist
- extra site funds were also provided to support the children who did not qualify for funding but benefitted from small group and individual time
- we funded a DECD speech therapist to come to our site for 1 day per fortnight to work with various groups of children and to provide training to the support staff

Intervention Programmes:

- teaching staff worked with 15 children on an individual and small group basis
- the programme focused on individual needs, engaging the children, following their interests and offering lots of positive reinforcement
- building confidence to engage and increase verbal communication
- supporting social development eg: entering play, sharing, turn-taking, conflict resolution

- assisting the children to become more resilient by encouraging persistence, problem solving and developing coping strategies eg: visual timetable, activity plan
- children's skill levels and attitude to fine motor activities improved significantly through intentional teaching
- providing activities that motivate the children
- The Early Intervention grant is valuable as an additional means of focusing on improving outcomes and successful learning for children at risk in learning

Report from Governing Council

2013 was a good year for the Governing Council.

In review, the playground upgrades from 2012 certainly provided the children and families with a great outdoor learning area. Our commitment to redevelop sections has paid off with the areas looking good and well used. The staff mentioned to us that families new to the centre have commented on the welcoming and inviting look the outdoor area has.

The OPAL Brekky programme was a great way to involve the families as well as the children. We were encouraged to try new cereals, breakfast foods and were reminded of the value of breakfast for the children.

The preschool has purchased new literacy, science, manipulative, mathematical and construction resources. At our meetings, we see all the new resources as we write the preschool name on each item, part of a game, puzzle or construction piece. Sue explains why the equipment is needed; the benefits and ways the resources can be used.

Photographs of the children using the resources also demonstrate the enjoyment and value to the children.

Every month we stamp and bundle 3 pamphlets from Scholastic Books to put into each child's pocket. There are a number of families who place orders from the pamphlets. Fundraising efforts have been few, but each was very successful. We will look to including these into 2014.

The Federal Government Universal Access initiative where children are eligible to attend up to 15 hours of preschool per week continued to be an interesting point of discussion.

Families were encouraged to use the sessions but often, there were families who for a variety of reasons chose to continue with the traditional 12 hours. A plus was that this then created spaces for waiting children who were able to access our preschool which new families were pleased about.

For extra safety, we had a large outdoor security light installed to light up the car park.

We were reviewed in November 2012, but as a continuing cycle, the Governing Council was involved in reviewing and working through several policies, practices and procedures as part of the National Quality Agenda towards National Standards.

The number of members attending the meetings grew to a healthy number in 2013. We spent a lot of time discussing the local schools, enrollment processes, eligibility and spaces to attend local schools. We also lamented over the ceasing of the Occasional Care programme which many of our children attended before preschool. As a young mum in the area it was valuable for the child and gave mums a couple of hours for us.

During term 3, Sue organized an information session which included a power-point presentation and later interviews for families who will be new to the preschool in 2014. At this, the work and involvement in the Governing Council was promoted. We hope this will assist in adding to our numbers with new members for 2014.

With the finances, we are fortunate to have the knowledge and experience of John the accountant and Sue working with the finances to enable the children to have access to good, new, appropriate resources and equipment as needed. The financial reports are well organized and very comprehensive.

It has been good to have the numbers and continuation on the Governing Council this year and we have half the members remaining on the committee for the 2014 year.



Student Data

Enrolments

Figure 1: Enrolments by Term

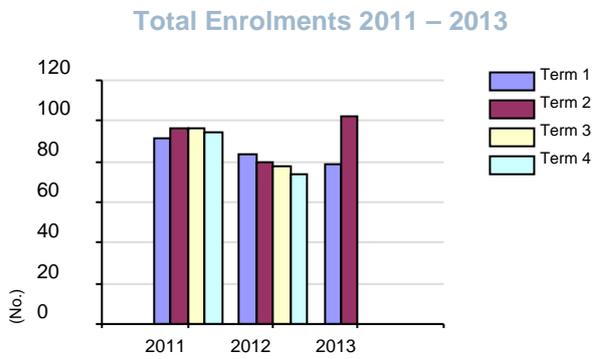


Table 1: Enrolments by Term

Enrolment by Term				
Year	Term 1	Term 2	Term 3	Term 4
2011	91	96	96	94
2012	84	80	78	74
2013	79	102		

The increase in enrolments in term 2, 2013; the end of April birth-date (ie: term 2) was the final intake for 2013. Some families wanted 4 sessions and did not want to take up the 5th session. Families who were on the waiting list took up a position, hence the added enrolments. The families appreciated the position and the initiative of the preschool.

Data for these terms will not be comparable with previous years due to the transition to the Same First Day enrolment policy for preschools creating a break in series.



Figure 2: Attendance by Term

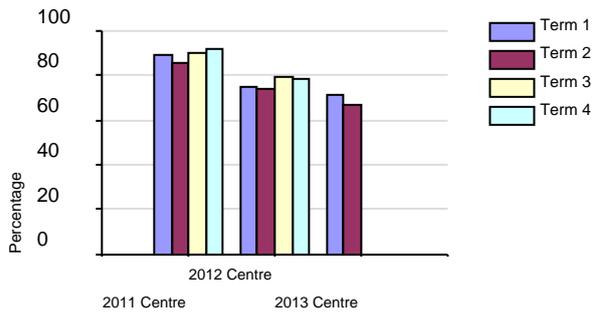


Table 2: Attendance Percentages 2011 - 2013

Attendance Percentage				
Year	Term 1	Term 2	Term 3	Term 4
2011 Centre	89.0	85.4	89.6	91.5
2012 Centre	75.0	73.8	79.5	78.4
2013 Centre	70.9	66.7		
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		

Data for these terms will not be comparable with previous years due to the transition to the Same First Day enrolment policy for preschools creating a break in series.

2011 was pre centre capacity figure, when our enrolments were higher. The capacity was calculated on the inside space. Our large outdoor area and verandah area accommodated the numbers at the preschool. When restrictions were placed on the preschool, our enrolment capacity and therefore number of attendances were reduced, as illustrated with the numbers in the tables and graphs. The higher enrolment does assist us to allow for days when attendances were down.

Table 3: Feeder School Percentage Data 2011 - 2013

Feeder Schools				
Site number - Name	Type	2011	2012	2013
0142 - Evanston Gardens Primary School	Govt.	3.0		
0255 - Angle Vale Primary School	Govt.		3.2	2.9
0427 - Tanunda Primary School	Govt.		1.6	
0478 - Whyalla Town Primary School	Govt.	1.0		
0897 - Elizabeth Grove Primary School	Govt.		1.6	
0898 - Klemzig Primary School	Govt.	1.0		
1482 - Munno Para Primary School	Govt.			1.5
1854 - Blakeview Primary School	Govt.	2.0	1.6	4.4
1879 - Playford Primary School	Govt.	2.0	1.6	2.9

1900 - Mark Oliphant College (B-12)	Govt.	6.0	3.2	7.3
1901 - John Hartley School (B-7)	Govt.	3.0	4.8	5.8
8000 - Catherine McAuley School	Non-Govt.	2.0	3.2	4.4
8033 - St Columba College	Non-Govt.	68.0	56.5	62.3
8164 - Trinity College South	Non-Govt.		3.2	
8165 - Trinity College Blakeview School	Non-Govt.		1.6	
8202 - Trinity College Gawler River School	Non-Govt.	2.0	3.2	
8234 - Immanuel Lutheran School	Non-Govt.	1.0		
8337 - Trinity College North School	Non-Govt.		1.6	
8411 - Torrens Valley Christian School	Non-Govt.	1.0	1.6	
8423 - Craigmore Christian School	Non-Govt.		3.2	1.5
8439 - Tyndale Christian School	Non-Govt.	1.0		1.5
9022 - St Mary Magdalene's School	Non-Govt.	2.0		
9023 - St Thomas More School	Non-Govt.	4.0	4.8	4.4
9036 - St Brigid's School	Non-Govt.	1.0		
9072 - St Augustine's Parish School	Non-Govt.			1.5
9115 - Prescott Primary Northern	Non-Govt.		1.6	
9757 - Our Lady of Hope School	Non-Govt.		1.6	
Total		100.0	99.7	100.4

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

The children from Andrews Farm Community Preschool exit to a large number of feeder schools. Parental choice, family carers living near the schools, location close to work and schools with vacancies are the main factors for choosing the school. The pattern of exiting to private and public destinations has remained quite constant. Percentages have shown approximately 20% exit to Government schools and 80% to private schools. As can be seen, over half the children exiting, attend the private school adjacent to the preschool.

In 2013, there was a slight increase from 20% to 25% exiting to Government schools. The neighbouring Government school extended their boundary and this led to extra numbers of Andrews Farm children able to enroll. This enrolment is reflected in the increase in numbers to Government schools.

The parent surveys include the areas of:
Customer Responsiveness, Health, Safety and Nutrition, Knowledge of Child, Programme and Staff.

Scale Score Summary

