



Mitcham Preschool Centre 2017 Annual Report to the Community



Government
of South Australia
Department for Education
and Child Development

Mitcham Preschool Centre Preschool Number: 4682

Partnership: Mitcham Plains

Name of Preschool Director:

Chris Catt

Name of Governing Council Chair:

Alex Goldsworthy

Date of Endorsement:

19/02/2018

Context and Highlights

Context for 2017

- the centre has a capacity of 88 children. 87 children commenced term 1
- 3 families transferred interstate, overseas and to another suburb during term 1
- 40% of children attended both Mitcham Preschool and Hawthorn Child Care Centre, which is walking distance from the preschool
- Families are from a range of backgrounds, including 2 parent homes and single parent families. Most families had 2 parents working, with at least 1 parent working full time.
- There have been several cultures represented at the kindergarten including Sri Lankan, Japanese, Greek, Italian, Chinese and Pakistani.

Highlights for 2017

- the cohort of 2017, were a group of enthusiastic, engaged, interested learners
- We use an inquiry based approach to learning, and our focus of learning for each term, included "Literacy in the garden", "All about me and people in my world" underpinned by the Child Protection Curriculum, "What is outer space?" and "All about Earth; Life and environments of Earth"
- There were excursions, incursions and special events to support each focus of learning.
- A curriculum highlight was a Mobile Junk and Nature Play incursion. From this amazing day of discovery, we have continued to develop our resources, reflect and build on our loose parts play
- Our term of learning on "What is outer space?" was "out of this world". The feedback from parents, the engagement of children was simply wonderful. Through our investigation of outer space, we found out about the work of astronauts on space missions, in particular NASA astronaut, Chris Hadfield. We have viewed many video clips of Chris working and living in space, as well as learning his version of the song "Space Oddity". A parent from our centre met Chris Hadfield at a conference in October 2017 and had the opportunity to tell him about our wonderful term of learning. Chris sent us a video message, encouraging the children to think about their future and possibilities
- Educators have made significant progress this year in building on our knowledge and understanding of growth mindsets and intellectual stretch. We now use a wide range of strategies, language and open questions to support children in "growing their brain" as well as developing persistence, accepting challenge & taking risks.
- Chris Catt, Director has shared our work on growth mindsets with other schools and preschools through partnership meetings, transition meetings, Junior Primary educators at Mitcham Primary School

Report from the Governing Council

2017 has been another busy and exciting year for the children, families and staff of Mitcham Preschool Centre (MPC). MPC enjoyed tremendous support from the community again this year, with many parents and caregivers volunteering to attend the excursions, as well as helping out at "Funtastics" and other preschool activities. Social events such as the Mitcham Reserve picnic, Movie night and family BBQ were well attended and enjoyed by children and parents alike. The annual "Wheels Day", end of year celebration/concert and of course "Graduation Day" were other highlights of the 2017 preschool calendar.

A big part of the Governing Council's role in 2017 was to further the immense work of Chris during 2016 in progressing plans for the outdoor play area redevelopment. Chris, along with former preschool parent, Jacqui, spent countless hours liaising and designing a fantastic and much anticipated outdoor redevelopment. The preschool has budgeted for this significant redevelopment for many years and as the western fence was completed during the September holidays we hope the anticipated outdoor development will be able to be enjoyed by the children of 2018.

I would like to express my gratitude to all the staff and volunteers for the dedication and support they have shown to the children and families of MPC in 2017. Our children have found kindergarten to be immensely enjoyable and are now miss the warmth and structure that MPC has provided over the last 12 months. The team also incorporate families and the communities in a commendable way, making all feel welcome at the Centre. A big thank you should also go to the parents, family members and Governing Council Members who have given their time to support the various preschool activities and events throughout the year. Without volunteers, all of the "extras" that make MPC such rich learning environment would not be possible

Quality Improvement Planning

Quality Area 1 - Educational Program and practice

- As Educators focused primarily on developing their knowledge and understanding on the numeracy indicators in 2016. In 2017, the goal was to strengthen educator's knowledge and understanding of the literacy indicators and to improve literacy practices.

- this occurred through information sharing in weekly PLC's, reading articles etc
- Term 1 focus of learning was "Literacy in the garden" and included all aspects of the literacy indicators
- photo wall was established with photos depicting children engaging in literacy. Parents and staff used the photo wall to reflect on literacy practices
- literacy indicators were linked to learning experiences in weekly plans
- children's voice photos were linked to literacy indicators.

Quality Area 1 - Educational Program and practice

- from audit process undertaken in November 2016, it was evident that we needed to strengthen our practice and programming in exploring "I analyse, read and organise the data in my world" from the numeracy indicators

- we have had a wide range of data collecting experiences throughout the year
- use the language "we are collecting data / lets look at our data"
- made conscious effort to reflect on / include data in weekly planning
- children's voice photos reflect analyse, read and organise data
- examples of children's work in collecting and analysing data are in their work folders
- statements of learning include reference to children's involvement in experiences to collect data as well as their ability to reflect critically

Quality Area 1 - Educational Program and practice

-To continue the work of Results Plus" - Enact Change in pedagogical Practice

- to Implement pedagogical practices that engage and intellectually stretch learners, develop resilience and growth mind sets and improve numeracy and literacy achievement, through the work with RRR and Active Learning environments
- through work with RRR we identified gaps to stretch learners and noted "questioning" was an area we wanted to focus on
- did peer observations to notice types of questions, provide feedback and next steps
- set up wall display of questions to support / remind educators of types of open ended questions
- educators now have increased confidence in using a range of questions, in varied situations
- persistence, hard work, challenge, don't give - language / words used consistently

Quality Area 3 - Physical Environment

-outdoor area redevelopment is now approved - fencing issues resolved. Work to commence April 2018

- We have provided opportunities for open-ended experiences that support children's numeracy, literacy skills and growth mind set through mobile junk and nature play day. Followed up in PLC with ideas for loose parts play; work stations introduced inside and outside

Quality Area 5 - Relationships with children

-in 2017, we have built on the strategies implemented in 2016 to engage and intellectually stretch learners, to develop resilience and growth mind sets and improve numeracy and literacy achievement. As a result, there are now a large number of practices embedded in our program. For example, with challenge tasks there are multiple entry points, we ask children "Why was it a challenge?", children evaluate whether experiences are a challenge / need extension of challenges, we have work stations and loose parts play available for choice etc

- parent feedback - children use language of persistence and challenge at home.

Quality Area 7 - Leadership and management

- there has been a commitment to improve technology to support children's skills in literacy, maths & numeracy. We purchased a new interactive screen, plus access a wide range of literacy & numeracy programs to build children's skills (using ICT)



Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2015	88	87	88	89
2016	82	82	79	78
2017	87	84	84	

NOTE: The data is based on person counts in the two week reference period each term. Excludes pre-entry.
Source: Preschool Data Collection, Data Management and Information Systems.

Enrolment Comment

The centres capacity is 88. The year commenced with 87 children enrolled, which is an increase from 2016. By the end of term 1, our numbers dropped slightly to 84, as 1 child moved interstate, 1 overseas and 1 moved to a southern suburb of Adelaide. Numbers remained constant at 84 for the remainder of 2017. Whilst there were 4 children enrolled in a Catholic School, 2 of whom could start mid year, families did not take up an enrollment offer to commence July 2017. There are 86 children enrolled to commence 2018.

Attendance

Year	Term 1	Term 2	Term 3	Term 4
2015 Centre	97.8%	90.2%	93.8%	93.8%
2016 Centre	98.3%	96.9%	95.4%	96.5%
2017 Centre	99.5%	97.5%	92.0%	
2015 State	92.4%	90.2%	87.8%	88.5%
2016 State	91.1%	89.6%	87.9%	87.9%
2017 State	90.6%	88.8%	86.7%	

Based on attendances recorded in the two week reference period each term. Data for eligible enrolments as described in the DECD 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

The attendance data indicates high attendance rates again throughout 2017. The families at Mitcham Preschool value continuity of learning and are committed to ensuring their child attends regularly. In 2017, there were 3 children who only attended 25 hours of preschool each fortnight. They did not attend the half days on Mondays. Special programs are implemented on some Mondays which encourages families to attend. As 40% of the children attend Hawthorn Child Care Centre for all or part of the week, this has a positive influence on attendances. Sickness & family holidays are the 2 main reasons for absences. During the year, there were a number of absences due to family holiday's interstate & overseas. Term 3 attendance data is slightly lower than terms 1 and 2, due to children being absent with illness. The attendance rates are very similar to the past 2 years and remain above the state average for each term in 2017.

Destination Schools

Feeder Schools (Site number - Name)	2015	2016	2017
0120 - Gilles Street Primary School	0.0%	1.4%	1.3%
0156 - Goodwood Primary School	1.2%	0.0%	1.3%
0270 - Mitcham Primary School	45.8%	39.7%	44.3%
0447 - Unley Primary School	1.2%	0.0%	1.3%
0475 - Westbourne Park Primary School	19.3%	21.9%	25.3%
0524 - Belair Primary School	0.0%	1.4%	3.8%
0723 - Colonel Light Gardens Primary School	14.5%	12.3%	15.2%
0952 - Clapham Primary School	3.6%	1.4%	0.0%
1063 - Highgate School	2.4%	1.4%	0.0%
8039 - Saint Spyridon College	1.2%	0.0%	0.0%
8266 - Mercedes College	2.4%	0.0%	1.3%
9017 - St Therese Primary School	0.0%	1.4%	1.3%
9020 - St Anthony's School	1.2%	0.0%	1.3%
9037 - St Joseph's School - Kingswood	3.6%	15.1%	3.8%
9063 - St John the Baptist Catholic School	1.2%	0.0%	0.0%
9098 - Concordia College - St John's Campus	2.4%	4.1%	0.0%
Total	100%	100%	100%

NOTE: The data is based on person counts in the two week reference period each term. Excludes pre-entry.
Source: Preschool Data Collection, Data Management and Information Systems.

Destination Schools Comment

Mitcham Preschool feeds into a large number of public and private schools.

- Mitcham Primary remains the main DECD feeder school. A total of 44.3% of children are enrolled at Mitcham Primary School from the 2017 cohort, which is an increase from 2016 data.
- Numbers of children who are enrolled at Westbourne Park Primary School, have increased slightly
- Colonel Light Gardens Primary School saw an increase in children enrolled from Mitcham Preschool.
- St Joseph's Primary School at Kingswood has seen a significant decrease for 2017, in children enrolled from Mitcham Preschool

Client Opinion Summary

Mid-term 3 2017, The Parent Opinion Survey was distributed to 84 families of which 56 responses were returned. The feedback was very positive in all 4 areas of the survey

- Quality of teaching and learning
- Support of Learning
- Relationships and communication
- Leadership & Decision making

Most families who responded to the survey, answered with "agree or strongly agree" to each question, with only few responses answered in the "neutral" column.

A surprising result of "neutral" answers were provided in regards to

- the preschool seeks parent opinions about educational programs
- parents are invited to participate in decisions about their child's education

This is despite information from assessments shared during parent interviews, twice a year and ILP's developed with parents to set goals and identify ways to support needs. Staff also have spontaneous conversations with parents, follow up email queries. Parent opinions and having a say in preschool decisions are welcomed through being on Governing Council, being invited to come into preschool to share their skills and talents or assist on excursions / funtastics and by filling out termly curriculum surveys.

Parent written comments were very positive in all 4 areas.

It is imperative that we continue to strive for excellence in all that we do at Mitcham Preschool. High quality education programs, healthy & positive relationships between staff, parents & children, continuous improvement, effective communication strategies, listening to the needs & directions of the community, & working with the Governing Council will continue to ensure that Mitcham Preschool is highly regarded as a centre for quality education and care for young children and their families.

DECD Relevant History Screening

- All Criminal History Screening Certificates for educators, University students, work experience students, gardener, cleaners etc are checked for compliance (DCSI)
- Copies of certificates are kept on file for staff to access
- All criminal history screening certificates are checked for expiry dates
- All persons holding a clearance other than DSCI wishing to work / volunteer at Mitcham Preschool are not permitted until a Screening through DCSI is approved
- Please note that all parents wishing to volunteer must attend RAN-EC training for volunteers. The centre has run 1 workshop in 2017

Financial Statement

	Funding Source	Amount
1	Grants: State	507,845.84
2	Grants: Commonwealth	
3	Parent Contributions	62,823.00
4	Other	

2017 Preschool Annual Report: Improved Outcomes Funding

Improved Outcomes Category (where applicable to the site)	Briefly describe how the 2017 funding was used to improve the relevant DECD Standard of Educational Achievement outcomes (where applicable):*	Outcomes achieved or progress towards these outcomes:
Improved outcomes for numeracy and literacy	<p>For staff to build knowledge and understanding on numeracy and maths, growth mindsets and implement strategies</p> <ul style="list-style-type: none"> -Attendance at pupil free day in term 1 to explore RRR Active learning Environment, "Co construct meaning" - what is happening at preschool in relation to Numeracy -Attendance for staff at Partnership pupil free day to reflect on the work with RRR & numeracy -Attendance at PD with Deb Lasscock - term 3 -Attendance for staff at pupil free day in term 4 - to look at areas of strength / areas requiring further support in our curriculum planning This was in relation to the numeracy and literacy indicators. 	<p>Educators have made significant progress in their knowledge and understanding of growth mindsets, numeracy indicators and the implementation of a wide range of strategies.</p>
Improved ECD and Parenting Outcomes (Children's Centres only)	<p>Two children accessed preschool support in 2017 for significant speech difficulties, support for ASD</p> <ul style="list-style-type: none"> • There have been a number of children who have required extra support with pencil grip, cutting skills, puzzle skills, number recognition. Children are supported through 1:1 and in small groups to further develop these skills. The weekly program includes a "Targetted Planning" • In terms 1 & 2, UniSA occupational therapy students ran a fine motor program. 8 boys were included in the program 	<p>Both children have made very good progress in their skills These children have all made steady progress</p>
Improved outcomes for children with additional language or dialect	<p>There were 2 children requiring additional language support. Unfortunately we were unable to access funding through the bilingual program</p>	<p>The 2 children continue to make steady progress in their literacy & numeracy skills, language and communication</p>

* The DECD Standard of Educational Achievement is defined as children and young people progressing and achieving at or above their appropriate year level.