



Mitcham Preschool Centre 2019 annual report to the community



Government
of South Australia
Department for Education

Mitcham Preschool Centre number: 4682

Partnership: Mitcham Plains

Name of preschool director:

Chris Catt

Name of preschool management committee chair:

Annina Cavelti Kee

Date of endorsement:

February 17th, 2020

Context and highlights

Context for 2019

- the centre has a capacity of 88 children. 83 children commenced term 1
- 31% 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, Indian, Russian, Chinese, New Zealand and Pakistani.
- We had a change in teaching staff for 2019. Amber Lee was the fulltime teacher and Sara Dumican was the universal access teacher term 1 and Rachel Jericho UA teacher terms 2-4.

Highlights for 2019

- the cohort of 2019, were a group of enthusiastic, engaged, interested learners
- there was a high proportion of girls to boys; 32% of children were boys and 68% were girls
- We use an inquiry based approach to learning, and our focus of learning for each term, included "Creating in nature", "All about me and people in my world" underpinned by the Child Protection Curriculum, "How things move" and "Celebrating Australia"
- the feedback from parents on their child's engagement in the curriculum was extremely positive, in particular the science focus on "How things move"
- There were excursions, incursions and special events to support each focus of learning.
- Our new outdoor area has provided numerous learning opportunities and includes a nature play area, large sandpit, tee pee, creek, digging patch, grassed area for ball games, platform for dramatic play, soft fall area for gross motor skill development and vegetable garden. This year we have added a mud kitchen and increased our loose parts resources.
- We participated in the Learning Design Assessment Reflective Practice project, which provided us with the opportunity to examine an area of numeracy (see below) and through the formative assessment process, were able to make some very positive changes.
- our ongoing commitment in implementing a program that provides numerous opportunities for intellectual stretch and developing a positive growth mindset, through challenge tasks, hard work and persistence
- we have made learning visible through literacy / numeracy wall, display of pedagogical documentation, community photographic board, children's work folders were located to main room, for children and families to access readily

Report from the preschool management committee

The year 2019 was a very exciting year at Mitcham Preschool. As always there was a very engaging and entertaining curriculum. The children learned about creating in nature in term 1, all about me and people in my world in term 2, how things move in term 3 and celebrating Australia in term 4. The activities associated with these were always thoughtfully planned and executed by the staff.

There were a number of special events, such as excursions to Kuitpo Forest, Marshmallow Park, trips to the library and the creek. The staff organised a number of incursions such as Trent Hill the Aboriginal storyteller, Sci World Incursion, mobile junk and nature play day, or wheels day. The Kindy community also enjoyed fun events for the whole family such as a family picnic, the family BBQ, Bubble Night, the Kindy concert, graduation day.

The Governing Council considered and decided several significant items. The year began with ambitions that a new air conditioner would be installed. However, after inspections it became apparent that the roof was not suitable to have an air conditioner fitted. It was determined that repair work was needed. It is expected the work would be completed and the air conditioner installed over the Christmas holidays and therefore be ready for the Kindy year 2020. The roof repairs also meant a new kitchen project was placed on hold.

I would like to express my sincere gratitude to the staff. They showed great enthusiasm for learning, were full of energy, brought with them a sense of adventure and a caring nature throughout the whole year. They created such a wonderful atmosphere for children and parents. I would like to extend my particular thank you to the members of the Governing Council, and more generally to the families for creating such a wonderful, supportive community for everyone. The wonderful community spirit makes Mitcham special.

Quality improvement planning

Quality Area 1: Quality Area 1: Educational program and practice

To continue to the work from the LDAR project in 2018, to improve the quality of formative assessment and pedagogical documentation of children's numeracy and literacy using the IPNL

- we explored numeracy indicator "notice 2D aspects of 3D shapes.
- research question to drive our project "How does our environment (physical and educator) support children in developing their awareness of 2D aspects of 3D shapes"
- understanding geometric shape and spatial reasoning are very important in all areas of mathematics. Therefore educators built their knowledge and skills in shape, were intentional in their planning and in the provision of a range of learning opportunities that explored shape
- our initial data in term 1, demonstrated 37% of children required support in building their skills in shape. In term 3 our data demonstrated that only 5% of children were requiring support.
- pedagogical documentation included a display of the purpose of the LDAR project, learning opportunities to support children's knowledge of 2D aspects of 3D shapes, analysis of children's learning and children's voice throughout the project.

Quality Area 3: Physical environment

To review the resources and indoor play spaces. To develop small play spaces - To maintain large spaces but to also include small intimate / quiet play spaces that are aesthetically "pleasing"

- we have redeveloped the indoor play space, to include small spaces for dramatic play; a quiet sensory corner; library / literacy area; a dedicated numeracy table where we are intentional in our planning; story table to develop language skills; writing & drawing area and craft table.
- whilst the small spaces may change each term, each area has an intentionality in developing children's skills in literacy, numeracy, fine motor, language etc.
- we have seen an increase in children engaging in these experiences and an increase in their skill development, evident by our data collection in term 3 & 4.

Quality Area 3: Physical environment

For staff to develop their understanding of nature play and loose parts, to allow common understandings of what this means for our site. Development and implementation of a curriculum that is inclusive of nature play and loose parts

- Staff have attended PD through Nature Play SA to build skills and knowledge - we have continued to build common understandings and values
- we are intentional in our planning to provide Nature Play experiences eg mud kitchen, digging patch, potions table
- we have included loose parts into the curriculum planning and improved resources. Diverse and creative play in the sandpit with loose parts has been extensive throughout the year
- we are yet to build nature play into the sites philosophy statement (to occur in 2020)

Quality Area 6: Collaborative partnerships with families and communities

Following feedback from parents, review communication processes / information sharing with parents

- Educator researched different APPs for communication of curriculum photos and information
- following discussions with Governing Council over several meetings, it was determined that Mitcham Preschool has several means of communication and sharing of curriculum information. Also it was determined that families often have children in multiple environments such as child care, preschool and school, who all use APP's. Therefore families were receiving multiple alerts each day, some of which were not useful.
- The Governing Council preferred educators to work with children rather than spend time uploading to APP's.
- We will continue to use the Skoolbag APP as a means of sharing information

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2016	81	82	79	78
2017	87	84	84	84
2018	86	85	82	82
2019	83	83	80	83

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

The centres capacity is 88. The year commenced with 83 children enrolled, which was three less than 2018. At the end of term 2, 1 child moved to another suburb and 2 children commenced at a Catholic School. Our numbers remained at 83 for terms 3 & 4. During term 3, 3 children commenced preschool, 1 child returning from Mongolia and two children moving from the USA. There are 78 children enrolled to commence 2020 which is significantly lower than previous years.

Attendance

Year	Term 1	Term 2	Term 3	Term 4
2016 centre	98.5%	96.9%	95.4%	96.5%
2017 centre	98.1%	97.5%	92.0%	87.1%
2018 centre	97.9%	95.7%	94.8%	94.0%
2019 centre	95.5%	94.6%	90.6%	
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

The attendance data indicates high attendance rates again throughout 2019. The families at Mitcham Preschool value continuity of learning and are committed to ensuring their child attends regularly. In 2019 there were 5 children who only attended 25 hours of their allocated 30 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 31 % 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 and family holidays. The attendance rates are very similar to the past 2 years and remain above the state average for each term in 2019.

Destination schools

Feeder Schools (Site number - Name)	2016	2017	2018	2019
524 - Belair Primary School	0.0%	3.0%	0.0%	0.0%
723 - Colonel Light Gardens Primary School	12.0%	15.0%	20.0%	22.4%
9098 - Concordia College - St John's Campus	4.0%	0.0%	0.0%	0.0%
270 - Mitcham Primary School	39.0%	44.0%	41.0%	40.8%
9037 - St Joseph's School - Kingswood	15.0%	3.0%	6.0%	4.0%
475 - Westbourne Park Primary School	21.0%	25.0%	21.0%	26.3%

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

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

- Mitcham Primary remains the main DFE feeder school. A total of 40.8% of children are enrolled at Mitcham Primary School from the 2019 cohort, which is similar to 2018
- Numbers of children who are enrolled at Westbourne Park Primary School, have increased from 2018
- Colonel Light Gardens Primary School had an increase in children enrolled from Mitcham Preschool.
- St Joseph's Primary School at Kingswood has seen a slight decrease for 2019 in children enrolled from Mitcham Preschool
- 10.5% of children will attend a range of schools

Client opinion summary

Mid-term 3 2019, The Parent Opinion Survey was distributed to 83 families of which 47 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
- the preschool provides opportunities to discuss my child's progress
- teachers let me know how well my child is doing
- 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 (terms 1 & 3) and ILP's developed with parents to set goals and identify ways to support needs. Staff also have spontaneous conversations on an ongoing basis 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 and funtastics

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.

Relevant history screening

- All Criminal History Screening Certificates for educators, University students, work experience students, gardener, cleaners, volunteers etc are checked for compliance (DCSI / WWCC)
- Copies of certificates are kept on file for staff to access
- All criminal history screening certificates are checked for expiry date
- Please note that all parents wishing to volunteer must also attend RAN-EC training for volunteers. The centre has run 1 workshop in 2019

Financial statement

	Funding Source	Amount
1.	Grants: State	529,505.29
2.	Grants: Commonwealth	
3.	Parent Contributions	64,182.00
4.	Other	

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	For staff to build knowledge / understanding of formative assessment, pedagogical documentation in literacy & numeracy including attendance at all LDAR days; at pupil free day, term 1 with partnership preschools; attendance at site based pupil free days in terms 2 & 4	Educators have made progress in their understanding of formative assessment and pedagogical documentation
Improved ECD and parenting outcomes (children's centres only)	Not applicable	
Improved outcomes for children with disabilities	<ul style="list-style-type: none"> - 2 children accessed preschool support in 2019 for significant speech difficulties - several children have required extra support with pencil grip, cutting skills, puzzle skills, number recognition. 1:1 and in small groups provided to further develop these skills - Occupational therapy support provided for 4 children 	All children have made good progress in their skills These children have all made steady progress
Improved outcomes for non-English speaking children who received bilingual support	There was 1 child requiring additional language support. Unfortunately we were unable to access funding through the bilingual program	This child continues to make steady progress in their literacy & numeracy skills, language and communication

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