

Mitcham



Preschool Centre

Mitcham Preschool Centre

2020 annual report to the community

Mitcham Preschool Centre Number: 4682

Partnership: Mitcham Plains

Signature

Preschool director:

Mrs Chris Catt

Governing council chair:

Eleanor Blight

Date of endorsement:

10 February 2021



Government
of South Australia
Department for Education

Context and highlights

Context for 2020

- the centre has a capacity of 88 children. 77 children commenced term 1
- 28% 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, Greek, Italian, Indian, Chinese, New Zealand and Pakistani.
- We had a change of teaching staff in 2020. Maddie Hall is the full time permanent teacher. Suzi Westman also commenced at the beginning of the school year, as the 0.5 Universal Access teacher.

Highlights for 2020

- the cohort of 2020, were a group of enthusiastic, engaged, interested learners
- there was a high proportion of girls to boys; 35% of children were girls and 65% were boys
- We use an inquiry based approach to learning, and our focus of learning for each term, included "Celebrating Australia", "All about me and people in my world" underpinned by the Child Protection Curriculum, "Exploring measurement" and "An ocean full of plastic not so fantastic - a focus on the affect of marine debris on the ocean and marine creatures"
- the feedback from parents on their child's engagement in the curriculum was extremely positive, in particular the maths focus on "measurement" and the affect of marine debris on the ocean and marine creatures"
- Once COVID constrictions were lifted, here were excursions, incursions and special events to support children's 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. We also have added a mud kitchen and continue to improve our loose parts resources.
- We have been committed to making progress in our QIP goals (see report)
- 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

Governing council report

The year 2020 was certainly the year of excitement, surprises and challenges. The newly elected governing body had hardly had our first meeting when we entered the uncharted waters of a global pandemic. It was quickly realized that nothing could be taken for granted and every action and decision taken by the Governing Body and Staff would need to be looked at through a new perspective.

Before social gathering rules came into effect we were lucky enough during Term 1 to hold our family picnic evenings in the beautiful Mitcham Reserve. However, shortly afterwards as restrictions on the number of people who could gather were imposed we cancelled our RAN and WCCC training evenings. Governing Body Meetings were also cancelled and all decisions were made over email or the phone to support Chris in her decision making. Whilst all this was happening the staff and Chris continued to support our children and run an excellent program of learning. With the uncertainty surrounding Term 2 possibly being remote Learning Chris and her team developed innovative ways to deliver curriculum at home and gifted a homeschooling bag to each child including a companion Beanie Bear which was received gratefully by each family. Fees were reduced in Term2 to support all families, especially those facing financial hardship.

Luckily the COVID situation improved and we were able to continue face to face learning during the rest of the year. Curriculum highlights include the celebrating Australia Unit, The Measurement unit to develop greater numeracy skills, The Mark Making Quality Improvement Project to develop greater literacy and fine motor skills, the STEM centre and Plastic in the Ocean not so fantastic Unit. As restrictions eased in SA incursions including an aboriginal elder, the Ruth Tuck Art School and Sea Shepard were all able to support the curriculum. The children also enjoyed excursions to Marshmallow Park and the Central Markets. A family pizza evening was held in Term3 which helped reunite our community. The Governing Body was able to resume socially distanced in person meetings and important plans were actioned. These included reviewing centre policies. Major upgrades to the facilities were also agreed upon and these included an upgrade to the shelving/storeroom, kitchen upgrade and pergola upgrade. In addition to this, after 6 years and much negotiation between the Council and the Education Department, agreement on re-roofing the Mitcham Kindy building and replacing the ceilings so that air-conditioning could be installed safely. The upgrades to the facilities have required the Kindy to be vacated for Term 1, 2021.

Improvement planning - review and evaluate

Goal 1

To improve children's numeracy skills through a focus on measurement.

- staff worked in weekly PLC to build knowledge on measurement .We discussed measurement and its importance in maths and its connection to number sense. We decided to focus on 3 areas of measurement – linear, weight, capacity – do 3 well rather than do all scantily
- Inquiry focus for term 3 "Exploring measurement"
- collected data prior to the focus "What do you know about measurement" and at the end of term 3 "What do you know about measurement now?" - analysed data which showed children initially had limited knowledge on measurement
- Children were then immersed in a wide range of measurement experiences indoors & outdoors; established a STEM centre with weekly STEM challenges: focussed on comparative language; used small / large group times to implement explicit teaching / modelling of measurement activities; focussed on standard & non standard tools for measurement; Dedicated Numeracy / maths table with a focus on number / aspects of measurement
- what we noticed - children using comparative language; children investigating measurement using tools appropriately; participating in STEM challenges; children very engaged in the small / large group activities and transferring learning to other areas of curriculum; taking the learning home and transferring knowledge (eg feedback from parents)
- we provided opportunities for Fine motor & mark making (goal 2) within the measurement focus eg mathematical mark making

Goal 2

To improve children's literacy skills through a focus on fine motor development and mark making

- data in term 1 was alarming, demonstrating very high percentages of children with poor fine motor skills (grip strength and control of writing tools) and writing their name independently.
- Staff participated in PD through PLC to develop understanding of fine motor skill development and stages of mark making
- Educators monitored children's progress, through their "Mark Making journey" - section in their work folder - drawing of themselves / writing their name and photo of child participating in the drawing activity. This occurred in terms 2-4. This allowed educators and parents to monitor their progress over time.
- introduced a range of activities - mark making and fine motor champions with educators encouraging and modelling challenge tasks; we incorporated "funtastics" motor coordination program with a focus on fine and gross motor skill development (3 times per term); introduced mark making boxes which were accessible indoors and outdoors; rest & rest & sketch introduced after lunch; whiteboards added to a range of experiences; intentional / explicit teaching of specific skills / tasks; targeted planning for individual and groups of children - being very specific to the needs of individual and groups of children
- What we noticed - children challenging themselves through mark making and fine motor champion tasks; an increase in children independently participating in fine motor and mark making opportunities; assessments demonstrated a significant growth in children's skill development in mark making and fine motor development

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2017	87	84	84	84
2018	86	85	82	82
2019	83	83	80	82
2020	77	77	76	74

NOTE: The data is based on person counts in the two week reference period each term. Excludes pre-entry.
Data Source: Preschool Data Collection, Data Reporting and Analytics directorate.
Term 2 2020 data may not be available for all preschools.

Enrolment comment

The centres capacity is 88. The year commenced with 77 children enrolled, which was 6 less than the commencement of 2019
At the end of term 2, 1 child commenced at a Catholic School and another child moved preschools, closer to home. In August 2 children (twins) moved to Darwin to live and one child was not vaccinated so could not continue to attend (Under the No jab no play policy) However, mid term 3 a child commenced at preschool, relocating back from Melbourne. For the remainder of 2020, 74 children were enrolled.
Due to the lower numbers of enrolments in 2020, our Enrolment Capacity has been revised for 2021. We can enrol 77 children
There are 77 children enrolled to commence 2021 which is significantly lower than previous years.

Attendance

	Term 1	Term 2	Term 3	Term 4
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%	96.8%
2020 centre	95.3%	91.6%	95.4%	#Error
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%	86.4%
2020 state	89.3%	82.0%	84.8%	85.9%

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.
*Note: Term 2 2020 data may not be available for all preschools.

Attendance comment

The attendance data indicates high attendance rates again throughout 2020, despite the impact of Coronavirus. In term 2 the percentage of attendances were lower compared to the same period in 2019. However, across all 4 terms, attendances were above state average. The families at Mitcham Preschool value continuity of learning and are committed to ensuring their child attends regularly. In 2020 there were 3 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 28 % of the children attend Hawthorn Child Care Centre for all or part of the week, this has a positive influence on attendances.
Sickness was the main reason for absences. As families could not travel until later in the year, the attendance in 2020, was not affected by families travelling overseas. Only a few families were absent in terms 3 and 4, due to travel within the state and interstate.

Destination schools

Feeder Schools (Site number - Name)	2017	2018	2019	2020
952 - Clapham Primary School	0.0%	1.0%	0.0%	3.5%
723 - Colonel Light Gardens Primary School	15.0%	20.0%	22.4%	24.1%
270 - Mitcham Primary School	44.0%	41.0%	40.8%	34.5%
9037 - St Joseph's School - Kingswood	3.0%	6.0%	4.0%	10.3%
475 - Westbourne Park Primary School	25.0%	21.0%	26.3%	20.7%

NOTE: The data is collected in Term3. 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.

Data Source: Site Performance Reporting System (SPER), Term3 2020 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 43% of children are enrolled at Mitcham Primary School from the 2020 cohort, which is similar to 2019
- Numbers of children who are enrolled at Westbourne Park Primary School, have decreased from 2019. In 2019 26.3% attended from Mitcham Preschool and in 2020 there is 19% enrolled
- Colonel Light Gardens Primary School had a slight decrease in children enrolled from Mitcham Preschool, There are 20.2% enrolled in 2020
- St Joseph's Primary School at Kingswood has seen an increase in enrolments for 2020, from 4% to 9.4%
- in 2020, 2% of children are enrolled at Edwardstown Primary School. This is the first time in many years that children from Mitcham Preschool have enrolled at Edwardstown PS.
- 5% of children will attend a range of schools

Client opinion summary

Mid-term 3 2020, The parents were given the opportunity to complete the Parent Opinion Survey on line. 40 families out of 74 completed the survey and 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.

This year there were "neutral" answers to several questions, including

- 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 year was a difficult year, with the restrictions of COVID. However, information from assessments were shared during parent interviews, twice in a year (terms 1 & 3). ILP's developed were with parents to set goals and identify ways to support needs. Parents were given the option of phone conversations if they felt uncertain about attending the centre, due to COVID. Spontaneous conversations were more difficult this year, but emails and phone calls were provided. Parent opinions and having a say in preschool decisions are welcomed through being on Governing Council, but this year we could not invite to come families to share their skills. There were limited opportunities to assist on excursions. Parent written comments were 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. Due to Coronavirus, the centre did not offer a parent session for RAN-EC training. Families wishing to volunteer, completed the training on line and Chris Catt (Director) signed off the certificates.

Financial statement

Funding Source	Amount
Grants: State	\$0
Grants: Commonwealth	\$559,049
Parent Contributions	\$58,052
Other	\$0

2020 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2020 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 and understanding of literacy and numeracy goals in 2020 QIP. Due to COVID attendance at external professional development could not occur. Therefore professional development occurred through weekly PLC's and site based pupil free days. Funding allowed part time staff to attend.	Staff have made good progress in their knowledge/understanding of fine motor skill development, stages of mark making and measurement
Improved ECD and parenting outcomes (children's centres only)	Not applicable	Not applicable
Inclusive Education Support Program	IESP grant was accumulated 2019 & 2020, which allowed the funding of support for - 2 children accessed support for severe speech needs; 3 children required support to fully access the program - several children have required extra support with pencil grip, cutting skills, puzzle skills, number recognition. etc	All children have made steady progress in their skills and development
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.