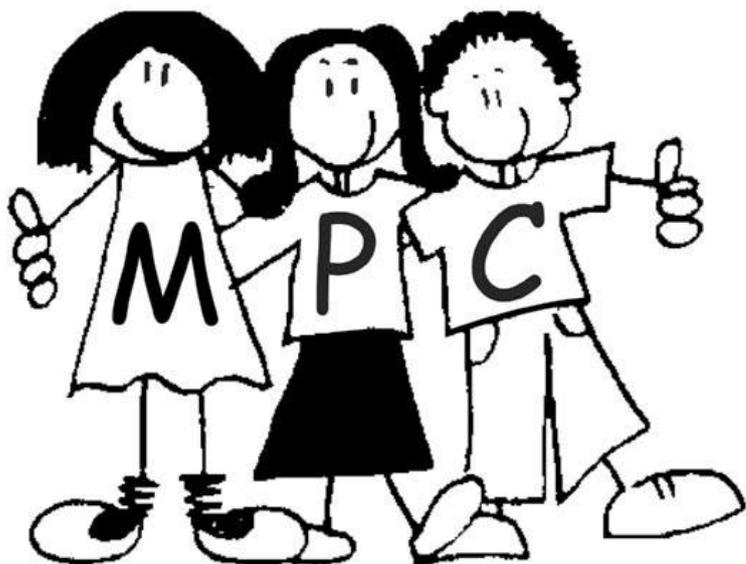


# Mitcham



# Preschool Centre

## Mitcham Preschool Centre

### 2021 annual report to the community

Mitcham Preschool Centre Number: 4682

Partnership: Mitcham Plains

Signature

Preschool director:

Mrs Chris Catt

Governing council chair:

Claire Harton

Date of endorsement:

17 February 2022



Government  
of South Australia

Department for Education

# Context and highlights

## Context for 2021

- the centre has a capacity of 88 children. 77 children commenced term 1 -
- 39% 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 Aboriginal, Sri Lankan, Greek, Italian, Indian, Chinese, New Zealand, Hongkong, Mexican, Nepalese and Pakistani.

## Highlights for 2021

- the cohort of 2021, 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 "Cultures around the world", "All about me and people in my world" underpinned by the Child Protection Curriculum, "What is a pattern" and "People make books and we can too". The feedback from parents on their child's engagement in the curriculum was extremely positive, in particular the maths focus on 'patterns' and the literacy focus on "bookmaking"
- 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, STEM focused notice board. Children's work folders are located in the main room, for children and families to access readily.
- In 2021, Mitcham Preschool was relocated to Mitcham Primary school for term 1, whilst major work occurred on our building. This included new roof, ceiling and air conditioning. It also included some site funded works such as rejuvenation of the kitchen, the storerooms and laundry area. Due to the nature of the major works, the indoor areas were painted and new carpet was installed in 3 rooms. We returned to the preschool in term 2. COVID again impacted on families accessing the preschool for a period of time. However, we were able to offer several excursions, incursions and special events to support children's learning.
- Through all the changes in 2021, the children demonstrated resilience, bravery and courage to cope in many varied situations.

# Governing council report

Mitcham Preschool Centre (MPC) proceeded through a second year of the Covid-19 pandemic with conscious care, flexibility in its routine, a focus on the wellbeing of its students and staff, and with aims that the future of MPC will be as all-round excellent in the future as its previous years.

In its 65th year of operating as a Preschool education facility, MPC spent Term 1 at Mitcham Primary School whilst the State heritage-listed Kindergarten undertook major renovations. These works begun at the end of 2020 and finished in time for the Kindy to reopen at its home in Mitcham Community Court for Term 2 2021. Other upgrades passed by the GC include new student and staff furniture. Plans for works during 2022 have also been devised. Whilst Government-led limitations were instigated at ad hoc times throughout the year, MPC staff provided the children and families a busy and exciting year. Excursions were planned, modified, postponed and undertaken, with the support of MPC staff and families, and with flexibility from previous vendors. These include trips to Kuitpo Forest, Adelaide Zoo, Marshmallow Park and the creek adjacent to MPC. Incursions included Wheels Day, Trent Hill, Mud Day, Ruth Tuck Art School, Family Nights, and the quarterly Celebration Days, all meticulously following Government restrictions.

It must be noted that the staff showed inspiring strength, resilience, support, and creativity throughout all changes brought by the Department, led by their focus on the care and nurture of the child as a person, as a learner and a preschooler. They must be commended on this year's work.

I would like to acknowledge the tireless and outstanding work, enthusiasm and care the staff of MPC have gifted our children throughout their unique year of Kindy, under the cloud of pandemic unknowns. Thank you to Mitcham Primary School for housing and embracing MPC for Term 1, the GC of 2021 for arranging the Kindergarten's renovations, MPC families for continuing the strong community-based spirit of MPC, and thank you also to the members of MPCs 2021 GC for supporting the Kindy throughout the year and ensuring MPC continues its outstanding education legacy.

# Preschool quality improvement planning

## Goal 1

To Improve children's numeracy skills through a focus on measurement

- Staff built knowledge and skills on measurement working collaboratively through PLC's, developing our skills on using strategic questioning. Question prompts were placed in each room as a guide for educators when working in small groups or 1:1
- STEM centre established with focus on measurement. Each week activities in the STEM centre were based on one area of measurement eg linear, weight & capacity.
- Each week there was a STEM challenge task. Children experimented, problem solved and recorded their answer on the sheet. Every Monday was "Measurement Monday", where we carried out the measurement experiment, incorporating strategic questioning, to find out the answer.
- Dedicated Numeracy table focussed on measurement and number sense, for periods of time throughout the year.
- Large number of opportunities were provided to investigate measurement outdoors such as the portable measurement bags.
- We reviewed our site based assessment tool, to include capturing data on children's knowledge and skills in measurement. Other data gathered included sheets from the STEM centre (who participated and how often), observations, photos
- 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 –
- there was a lot of evidence of high quality teaching and learning in the area 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)
- Children were assessed through 2 designated tasks and demonstrated very good understanding of measurement. They use comparative language in context and can describe how (purpose) the measurement tools are used and what they measure (eg length, weight).

## Goal 2

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

- Throughout 2021, we built on from 2020 strategies, in the areas of mark making & fine motor skills. Each week our targeted planning incorporated both areas.
- Through site based pupil free day, we worked with Lisa Burman in term 3 & in workshops during term 4, focussing on bookmaking, to build skills and knowledge in this area of literacy.
- In Term 4, we put our new learning into our inquiry focus "People make books and we can too".
- Children were immersed in bookmaking, with the emphasis on building their confidence and skills as an author and illustrator.
- There was an expectation that every child would make and publish one book during term 4. This did occur, however some children produced multiple books
- What we noticed – children built their knowledge on the construction of texts such as front cover / back cover / spine / title / author / illustrator / blurb / speech bubbles / ellipses / onomatopoeia / exclamation marks / question marks / page numbers
- Children built confidence with drawing and writing – some children did "4 year old writing", others copied written text, some children wrote phonetically, whilst others asked educators to spell words which they wrote
- We also completed 3 author studies, whereby children noticed different characteristics in their writing / illustrating style.

# Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2018	86	85	82	82
2019	83	83	80	82
2020	77	77	76	75
2021	77	74	74	73

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.

# Attendance

	Term 1	Term 2	Term 3	Term 4
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%	94.3%
2021 centre	93.9%	94.6%	84.3%	92%
2018 state	90.8%	88.4%	88.0%	88.2%
2019 state	90.8%	88.2%	86.9%	87.6%
2020 state	89.8%	73.0%	86.3%	87.0%
2021 state	88.6%	86.5%	88.4%	85.0%

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 year commenced with 77 children enrolled. However, some changes occurred during the year. In term 1, a child moved to a preschool associated with her siblings school. Another child withdrew by week 4 with her family deciding to postpone her enrolment at preschool until 2022. At the end of term 2, 1 child commenced at a Catholic School, 1 child moved with her family to Sydney. In term 3, a child moved to a new home so transferred to another preschool. At the commencement of term 4, one child commenced preschool, following her families move from Queensland. For term 4, 73 children were enrolled. The attendance data indicates high attendance rates again throughout 2021, despite Coronavirus. Attendance data was impacted in terms 2 & 3, when 2 children were absent for long periods of time due to illness / a long term family holiday. However, across terms 1, 2 & 4, attendances were above state average. In 2021 there were 3 children who only attended 25 hours of the allocated 30 hours of preschool each fortnight. They did not attend the half days on Mondays. The families at Mitcham Preschool value continuity of learning and are committed to ensuring their child attends regularly.

## Destination schools

Feeder Schools (Site number - Name)	2018	2019	2020	2021
524 - Belair Primary School	1.0%	0.0%	0.0%	4.9%
723 - Colonel Light Gardens Primary School	20.0%	22.4%	24.1%	24.6%
1063 - Highgate School	1.0%	0.0%	1.7%	3.3%
270 - Mitcham Primary School	41.0%	40.8%	34.5%	42.6%
9037 - St Joseph's School - Kingswood	6.0%	4.0%	10.3%	4.9%
475 - Westbourne Park Primary School	21.0%	26.3%	20.7%	16.4%

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 2021 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 42.6% of children are enrolled at Mitcham Primary School from the 2021 cohort, which is an increase from 2020.

- Numbers of children who are enrolled at Westbourne Park Primary School, have decreased since 2019. In 2019 26.3% attended from Mitcham Preschool. In 2020 there were 20.7% enrolled. In 2021, 16.4% of children were enrolled at Westbourne Park Primary.

- Colonel Light Gardens Primary School had a slight increase in children enrolled from Mitcham Preschool, There were 24.1% enrolled in 2020 and 24.6% in 2021.

- St Joseph's Primary School at Kingswood has seen a decrease in enrolments, from 10.3% in 2020 to 4.9% in 2021.

- in 2021 there were a few children enrolled at Belair and Highgate Primary schools, the first time in several years.

- 5% of children attend a range of other schools



## Family opinion survey summary

Mid-term 3 2021, The parents were given the opportunity to complete the Parent Opinion Survey on line. 49 families out of 73 completed the survey and the feedback was very positive in all 4 areas of the survey

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

2021 was a challenging year, with the move to Mitcham Primary school for term 1 and restrictions of COVID. However, information from assessments were shared during parent interviews, twice in a year (terms 1 & 3). ILP's were developed with parents to set goals and identify ways to support their child's 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 their involvement on the Governing Council. But in 2021, we had limited opportunities to invite families to come share their skills. There were 3 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 (WWCC)
- Copies of certificates are kept on file for staff to access
- All WWCC certificates are checked for expiry date
- Please note that all parents wishing to volunteer must also complete RRHAN-EC training for volunteers. In 2021, families accessed this training on line and provided a certificate of completion (or a link to the certificate). Copies of RRHAN-EC training are kept on file.

## Financial statement

Funding Source	Amount
Grants: State	\$565,198
Grants: Commonwealth	\$0
Parent Contributions	\$58,644
Other	\$0

## 2021 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2021 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	<p>In term 3 2021, the Literacy and Numeracy grant part funded the staffs work with Lisa Burman on Bookmaking (developing children's identities as authors and illustrators). Lisa worked with staff in a full day pupil free day as well as 2, half day workshops. The strategies for bookmaking were then implemented late term 3 and as part of term 4 inquiry focus.</p> <p>2 teachers also attended 3 sessions as part of the continuity of learning project, developing skills and knowledge in phonological awareness. These literacy strategies were also incorporated into our targeted planning, including book making.</p>	Data demonstrates most children have made very good progress in their phonological awareness skills and have sound skills in writing & mark making associated with bookmaking
Inclusive Education Support Program	<p>The IESP grant provided funding of support for,</p> <ul style="list-style-type: none"> <li>- in term 1, 4 children worked in a small group to develop language skills and confidence</li> <li>- 1 child accessed support for severe speech needs</li> <li>- 1 child required ongoing 1:1 support to fully access the program, throughout 2021</li> <li>- several children have required extra support with pencil grip, cutting skills, puzzle skills, number recognition. etc</li> </ul>	All children have made steady progress in their skills and development
Improved outcomes for non-English speaking children who received bilingual support	<p>There was 1 child who required additional language support. The funding was used to access bilingual support to provide a translator service between the family and DFE special services team. (support during speech assessments etc)The bilingual support person also worked with the child's preschool support worker, to provide additional support to the child.</p>	The child made steady progress in his development over the year, improving skills, language acquisition and communication skills.

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