

Mitcham



Preschool Centre

Mitcham Preschool Centre

2022 annual report to the community

Mitcham Preschool Centre Number: 4682

Partnership: Mitcham Plains

Signature

Preschool director:

Miss Maddie Hall

Governing council chair:

Claire Jones

C. Jones 20 Feb 2023

Date of endorsement:

8 February 2023



Government
of South Australia
Department for Education

Context and highlights

Context for 2022

- the centre has a physical capacity of 88 children. The enrolment capacity for 2022 was 77 children. We commenced term 1 at capacity and enrolments remained constant throughout the year.
- 36% 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 Torres Strait Islander, Greek, Italian, Indian, Chinese, New Zealand, Vitenamese. Nepalese and Pakistani.

Highlights for 2022

- the cohort of 2022, 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", underpinned by bookmaking; "All about me and people in my world" underpinned by the Child Protection Curriculum, "Outer Space" and "People plan wedding parties and we can too". The feedback from parents on their child's engagement in the curriculum was extremely positive, in particular the focus on Outer Space 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.
- We have been committed to commencing the work on our Reconciliation Action Plan. We have worked with Natalie Gentle from Reconciliation SA and have developed our Vision and Action plan.
- In 2022, COVID influenced the first two terms of preschool, where parents were unable to access the centre. However, the children demonstrated resilience, bravery and courage in coping and managing without the support of their parents, within the centre. They quickly developed independence skills, which was evident throughout the year.

Governing council report

Prepared by Governing Council Chair, Claire Jones; 05-Feb-2023.

In 2022, the Governing Council undertook, and/or assisted Chris Catt and the MPC staff, across several items:

1. Assisted Director Chris Catt to conduct and compile the "Group Placement Survey", which canvassed the parents and guardians for their opinion and experiences related to the process, outcomes, and impacts of the placement of children into "Gold" and "Blue" groups. The main outcomes of the survey was that the majority of parents understood the challenge of group placement, that the majority of parents received the placement they requested, and where this was not the case it did not have a major impact or actually resulted in a positive experience.
2. Performed a review of all MPC policies to meet the requirement of policy review every 2 years according to the National quality standards. Individual members of the Council reviewed and provided feedback on the existing policies, some policies (e.g. food) were discussed at length during council meetings, and appropriate revisions were made to the documents. Changes were endorsed by the Council.
3. Council members assisted MPS staff with a trial of an App (StoryPark) for communication, and recording of students' learning.
4. The Treasurers performed periodic reviews of the expenditure and income of MPS.
5. Approved financial delegations for 2022, and discussed and approved/counter-signed changes to financial delegations arising from the retirement of Chris Catt at end of 2022.
6. Discussed and provided feedback regarding discussed matters of curriculum, quality improvement plans, reconciliation action plan, occupational health and safety, building/playground improvements/repairs, changes relating to the new mid-year intake requirements, selected pupil free days, and other ad hoc matters.
7. Organised a family social event (pizza night at CLG RSL) in term 3, and thankyou/farewell gifts for the MPS staff in term 4.

The 2022 Governing Council enjoyed engaged participation from parents of children in both groups, Discussion of the majority of matters was animated, broad-reaching, informative, and allowed parents to express differing views. The Governing Council functioned well to support the experienced staff of the MPC, and Governing Council members gained a greater appreciation of the efforts and expertise of the MPC staff through this process

Preschool quality improvement planning

Goal 1

To improve children's foundation numeracy skills through a focus on number sense

- Staff built knowledge and skills in number sense, working collaboratively through PLC's, using Numeracy Guidebooks and other papers as our guide
- We developed a "Numeracy Sequence of learning: Number sense Concepts" as a guide to our planning & intentional teaching
- STEM centre established with a focus on a different aspect of Number Sense such as "estimation".
- Each week there was a STEM challenge task based on an aspect of number sense. Children experimented, problem solved and recorded their answer on the sheet. Every Monday we researched to find out the answer to the challenge task, incorporating strategic questioning, to find out the answer.
- Dedicated Numeracy table focussed on number sense, throughout the year.
- Children were immersed in "number sense". Learning opportunities were embedded throughout the program such as small & large group times, planned and spontaneous experiences, indoors and outdoors activities,
- Educators used small / large group times to implement explicit teaching strategies and modelling of number sense activities.
- We reviewed our site-based assessment tools, to review children's progress on a broader range of number sense skills. Other data gathered included sheets from the STEM centre (who participated and how often), observations, photos.
- There was a lot of evidence of high-quality teaching and learning in the area of number sense
- What we noticed - Children building skills in number sense through participating in STEM challenges and numeracy table; children very engaged in the small / large group activities and transferring learning to other areas of the curriculum; taking the learning home and transferring knowledge (eg feedback from parents)
- Children were assessed in terms 1 and 3, and all children demonstrated good understanding in all aspects of number sense

Goal 2

To improve children's ability to represent their world symbolically.

- We wanted bookmaking to be an ongoing area of learning and not just for 1 term
- Each terms inquiry focus is underpinned by bookmaking
- Weekly curriculum plans to include bookmaking – area to focus on, how / where
- Again, used Lisa Burman at pupil free day, as well as visiting other preschools to build educator skills, gaining further information / strategies on bookmaking processes
- Staff developed a sequence of learning – "phonological awareness", to support and monitor children's progress in this area
- Strategies for implementation - In our Small group times - Follow phonological awareness sequence; All staff Introduced conventions of print; All staff read a range of texts in small groups that introduced strategies various authors use such as speech bubbles, onomatopoeia, exclamation marks etc.
- in large group times - we used explicit teaching of strategies and co-authoring to demonstrate author techniques such as speech bubbles,
- Planned activities / experiences - Books always available, Adjuncts with the books eg word cards to copy, alphabet chart, number charts; provide outdoor mark making trolley,
- Data collection - children's books, photo & learning story when books are published; published books are kept in children's work folders
- Children are assessed in terms 1 (for rhyme) & 3 to monitor phonological awareness - rhyme / hearing initial sounds / syllables / letter sound knowledge
- What we noticed – children built their identity as author & illustrators, proudly producing a range of text. They have improved skills in representing their world symbolically, included details in books such as speech bubbles, page numbers, experimental writing / independent writing, ellipses etc. All children have made sound progress in phonological awareness.

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	83	83	80	82
2020	77	77	76	75
2021	77	74	74	73
2022	75	75	77	77

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
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%	92.1%
2022 centre	93.2%	86.6%	82.2%	92%
2019 state	90.8%	88.2%	86.8%	87.6%
2020 state	89.8%	83.6%	86.2%	87.2%
2021 state	88.6%	86.5%	88.6%	85.6%
2022 state	84.9%	79.8%	80.3%	77.5%

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 75 children enrolled for terms 1 and 2. However, numbers increased when two children moved into the preschool's catchment area. Attendance data term 1 and 4 were very high (93.2% & 92% respectively), whilst terms 2 & 3 were slightly lower, due to illness and a large number of families taking extended overseas and interstate holidays. In 2022 there were 2 children who only attended 25 hours of the allocated 30 hours of preschool each fortnight due to childcare or ELC arrangements. They did not attend the half days on Mondays. The attendances at Mitcham Preschool, across all 4 terms, were above state averages. 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)	2019	2020	2021	2022
723 - Colonel Light Gardens Primary School	22.4%	24.1%	24.6%	22.9%
270 - Mitcham Primary School	40.8%	34.5%	42.6%	38.6%
9037 - St Joseph's School - Kingswood	4.0%	10.3%	4.9%	4.3%
475 - Westbourne Park Primary School	26.3%	20.7%	16.4%	27.1%

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.

Data Source: Site Performance Reporting System (SPER), Term 3 2022 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 38.6% of children are enrolled at Mitcham Primary School from the 2022 cohort, which is a decrease from 2021, when 42.6% were enrolled
- Numbers of children who are enrolled at Westbourne Park Primary School, have increased to 27.1% from 2022 cohort compared to 16.4% in 2021
- Colonel Light Gardens Primary School had a slight decrease in children enrolled from Mitcham Preschool, There were 24.6% enrolled in 2021 and 22.9% in 2022
- St Joseph's Primary School at Kingswood has seen a slight decrease in enrolments, from 4.9% in 2021 to 4.3% in 2022.
- 7% of children attend a range of other schools including Concordia College, Unley, Craighburn and Hawthorndene Primary schools

Family opinion survey summary

Late term 3 2022, The parents were given the opportunity to complete the Parent Opinion Survey online. However, only 7 families out of 77 completed the survey. The feedback from these families 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

COVID influenced the commencement of preschool as parents were not able to access the preschool until mid term 2. 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 initially, 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. Governing Council meetings commenced in term 1, with the AGM held outdoors. Subsequent meetings were held in a COVID safe manner, allowing the business of the preschool to continue. Once COVID restrictions were lifted, parents were invited to assist in excursions (term 2 - 4), and social events to build a sense of community, commenced early term 2, with a coffee van and play at the creek for families, after kindy. There were 2 further social events in 2022, plus celebration and graduation days.

Whilst Parent participation in the survey was limited, written comments were positive in all 4 areas. For example,

- "The preschool provides an excellent standard of teaching"
- "Exceeded expectations"
- "We have had nothing but wonderful experiences at Kindy this year!"

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 2022, families accessed this training online 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	\$549,585
Grants: Commonwealth	\$0
Parent Contributions	\$63,497
Other	\$0

2022 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2022 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>Term 3 2022, the Literacy and Numeracy grant funded our ongoing work with Lisa Burman on Bookmaking (developing children's identities as authors, illustrators and as readers). Lisa worked with staff in a full day pupil free day as well as 2, half day workshops (continuing 2023). The strategies were then implemented in our embedded practices of bookmaking.</p> <p>2, educators visited a preschool to view their processes for bookmaking</p> <p>2 teachers also attended 2 sessions as part of the continuity of learning project, developing skills and knowledge in number sense These numeracy strategies were also incorporated to achieve QIP focus (refer QIP goal)</p>	<p>Data demonstrates all children have made good progress in representing their world symbolically, their phonological awareness skills and have sound skills in writing & mark making associated with bookmaking.</p> <p>Data demonstrates all children have made good progress in developing number sense skills.</p> <p>The data is gathered from term 1 assessment, then progress is compared via term 3 assessment, ongoing observations and children's work and engagement.</p>
Inclusive Education Support Program	<p>The IESP grant provided funding of support for,</p> <ul style="list-style-type: none"> - in terms 1- 4, 8 children (4 blue group / 4 gold group) worked in small groups to develop sensory skills to regulate their body, to assist in focusing and completing tasks as well as group expectations - term 1, 4 children worked in small group to build language skills (ESL) - 1 child accessed support for speech needs - several children have required extra support with pencil grip, cutting skills, puzzle skills, number recognition. etc 	<p>All children have made steady progress in their skills and development. Some children were also referred to support services such as Private Occupational Therapist and speech therapist, for additional help. 4 children accessed the occupational therapy program offered by UniSA, to build fine motor skills, in addition to the support offered through IESP grant.</p>
Improved outcomes for non-English speaking children who received bilingual support	<p>Whilst we had several children who had English as a second language, we were unable to access Bilingual Services. However, funding was used from IESP grant, to provide small group and 1:1 support for these children, to develop skills and confidence in their language and communication. Support was provided by one of the preschools Early Childhood Workers, who has experience and expertise in working with children with language difficulties.</p>	<p>All ESL children made very good progress in their language and communication skills through immersing them in a language rich environment and through individual or small group support.</p>

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

