



# Eudunda Community Preschool

## 2022 annual report to the community

Eudunda Community Preschool Number: 2653

Partnership: Goyder & Light

Signature

Preschool director:

Mrs Emma Kleinig

Governing council chair:

Mrs Alison Schutz

Date of endorsement:

19 January 2023



Government  
of South Australia  
Department for Education

## Context and highlights

Eudunda Community Preschool Centre is a small part time DfE preschool service which provides a high quality Preschool and Occasional Care program for 2-5 year old children. This year was the Director Emma Kleinig's second year at the Centre. The centre welcomed Jodie Zerner as a contract teacher and were able to retain Julie Schulz on a part time basis at the Preschool. The staff this year has worked in an extremely cohesive manner and the staff's passion for early childhood education and their dedication to the centre has enabled the children to flourish in their learning and development.

Eudunda Community Preschool Centre had 18 children enrolled at the beginning of the year and finished with 16 children at the end of year. All educators hold a shared vision of providing a high quality equitable education service, which is welcoming and where every child is valued as competent, capable citizens with rights.

The Occasional Care program was well utilised throughout the year providing the majority of children and families commencing Preschool in 2023 with an opportunity to build a sense of belonging to our centre.

A strong Governing council committee effectively supported staff. Fundraising efforts were very commendable given, with healthy profits going towards the outdoor learning environment enhancements and furniture upgrades.

The focus for the Preschool program is a child initiated with play based curriculum. Complying with NQS and current research. The EYLF was the basis for assessment and reporting. The Literacy and Numeracy Indicators were used within the Preschool. When we reviewed data later in the year we discovered the AEDC data for 2022 in the Southern Goyder area indicated a vulnerability in 'communication'. This data has helped form the goals for our 2023 PQIP.

Implementation of our assessment and reporting practices including: Learning Folders; Individual Learning Plans; the use of Facebook to share children's learning through play with families and End of Year Learning Statements. Graduation Ceremony took place in Term 4. Meetings were held with both teachers from the local intake schools. The centre supports access to visiting professionals and health support agencies.

This year the Preschool had the Australian Bush Buddies incursion and as part of our curriculum visited the Eudunda Area School's Ag block a number of times to learn about farming and planting. The children planted their own 'crops' and were able to watch the growth take place over time. The Preschool also participated in Book Week celebrations, the SALA festival, Eudunda Show, and the Eudunda Christmas Parade.

## Governing council report

In 2022 we were fortunate to have our Director (Emma Kleinig), teacher (Jodie Zerner), ECW's (Julie Schulz and Sheralee Waldhuter), 16 kindy children and 15 occasional care children. The council consisted of the following: Chairperson - Alison Schutz, Finance Officer - Amy Mepstead, Secretary - Andrea Mosey and general council members - Jodie Zerner, Julia Schutz, Karly Hines and Kristen Winders. Working with Children Checks, Governing Council Induction, Volunteering Inductions, Reporting Abuse and Neglect Trainings were conducted to fulfil government requirements and prepare the council for the year ahead.

The centre is fortunate to have quality, kind, caring, innovative and enthusiastic educators working with the children.

To show our appreciation we celebrated World Teachers' Day in term four

The Uniform coordinator, Julia Schutz worked hard to maintain supplies, replenish stock, stock take, coordinate sales and update parent order forms. It was decided to limit stock on hand and requested that enrolling 2023 families pre-order their uniform requirements. This worked well and therefore we will continue this practice.

The Centre was fortunate to have several active members on the Fundraising Committee - Amy Mepstead, Karly Hines and Alison Schutz. With the help from Kindy, Occasional Care and Playgroup families the committee was able to raise \$4,198.50 which was well above the budgeted target of \$3,000.

The kindy grounds were continually monitored to ensure a safe environment. Several little jobs were carried out throughout the year such as wedding, spraying, pruning, sweeping, levelling of pavers and bush fire prevention.

We look forward to having new lawn installed which will be more child friendly and suitable for our area. Works will also begin to remove broken concrete sleepers and creating a path between the sandpit and play equipment.

Finally, I wish to thank everyone who has contributed in any way (big or small) to making our Centre a great place for our children to begin their formal education. We have been fortunate this year to have lots of people play an active role. As they say, 'many hands make light work.' I'd also like to congratulate Emma on the amazing job she continues to do at Eudunda Kindy being the Director. It's been a pleasure "working" with you again and wish you all the best as you continue to make the Centre a happy place which our community is proud of.

Alison Schutz

# Preschool quality improvement planning

In 2022 our improvement priorities included 2 learning improvement goals.

Goal 1: To extend children's ability to use symbolic representations through engagement in dramatic play and mark making to express ideas and make meaning.

Challenge of Practice: If we collect information about each child's symbolic representation and mark making and use formative assessments to inform our planning cycles then children will be able to extend their use of symbolic representation through engagement in dramatic play and mark making to express ideas and make meaning.

Outcomes: Through our practice we are seeing the impact of children's play as they set their own play environments, work collaboratively within their play, and overall need less educator's scaffolding and support to initiate and engage in play. Collaborations between children, educators and families has identified play experiences that have enabled multiple entries into a play area. Also strategic questioning from educators demonstrated children's knowledge and ability to create sub-plots within a role play scenario. Throughout the year, we have continually received positive feedback through our learning folder reflections against individual goals and within open days as families engage with our Play Reflection Board and conversations. Families have commented on the way children are using "more imagination", "playing more purposefully" and "being more inclusive with their siblings at home". Factors for critical success: whole site approach, planning for and facilitating dramatic play and mark making experiences, creation of a dramatic/symbolic play data collection tool, analysis of observations to inform planning, Professional reading – 'Already Ready' by Kate Wood Ray and Matt Glover, exploration of the DfE Literacy Guide Book, having an area of symbolic representation identified in educators PD Plans. Next steps: 'Mark making' was not met as well as we liked, therefore next year the process of mark making will form part of our new goals. Bring in family interviews in Term 1 next year to form early connections with our new families.

Goal 2: To develop children's early understanding of numeracy and build competent use of mathematical language and basic concepts.

Challenge of Practice: If we implement a consistent whole site approach to embedding numeracy opportunities then we will extend children's understanding and use of mathematical concepts

Outcomes: Observing the continual use of mathematical language as the children engage in play across different learning environments. Children have been observed taking on the role of a numeracy user in their play and have been communicating mathematical thinking and strategies through different ways. 100% of children have shown progress with their subitising understanding, with the higher band of children reaching subitising to 6. 100% of children also have understanding of one-to-one counting to get a final number. All children demonstrated this to the number they can count to. Families can see their child's numeracy goals and explanation of the high impact strategies in their learning folders. Factors for critical success: whole site approach, creating and using data collection processes and formats, having an area of numeracy identified in educators PD Plans, exploration of the DfE Numeracy Guide Book, specific numeracy overarching programs designed to show evidence of intentionally planned numeracy enriched learning environments, creating a Numeracy Practices Agreement with all staff, consistent use of mathematical language by educators. Next steps: Continue to make this goal a focus but do not need it as a PQIP focus anymore - embedded into our practice. Reflecting on ways to receive more specific numeracy feedback from families.

## Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	15	14	14	15
2020	13	N/A	12	11
2021	19	21	21	21
2022	17	17	16	16

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	91.2%	95.5%	86.4%	88.7%
2020 centre	98.5%		85.0%	98.2%
2021 centre	84.8%	98.0%	87.3%	95.1%
2022 centre	85.9%	82.4%	90.0%	77.5%
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

Attendance has been high amongst children who have been well and following COVID-19 Guidelines. We believe this is attributed to the work we do around belonging and connections with our children and their families. This in turn makes the children and families not want to miss out on their preschool sessions. Most absences were for sickness and family reasons.

## Destination schools

Feeder Schools (Site number - Name)	2019	2020	2021	2022
755 - Eudunda Area School	61.5%	55.6%	42.1%	78.6%
9095 - St John's Lutheran School - Eudunda	30.8%	44.4%	57.9%	21.4%

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

This year saw a swing in enrolments with a higher percentage of children enrolled in Eudunda Area School compared to St John's Lutheran School - Eudunda then in 2021. We work with both the Eudunda Area School and St John's Lutheran School each year on an effective transition process that begins in Term 1.

## Family opinion survey summary

Each year our Centre conducts the DfE Preschool Family Opinion Survey and there were positive responses about the way we operate at Eudunda Community Preschool.

### GENERAL COMMENT:

I am incredibly grateful to the teachers at this preschool. They have provided my child with a wonderful year with an incredible amount of learning, growing, play and fun.

### QUALITY OF TEACHING AND LEARNING

I am beyond impressed with the teaching at this preschool. The benefits to my child have been very obvious at home. The teachers are always enthusiastic and passionate about what they are teaching and communicate well to parents.

### SUPPORT OF LEARNING

My child's individual learning needs have always been supported by the teachers.

### RELATIONSHIPS AND COMMUNICATION

Cannot fault the relationships and communication with this preschool with both my child and myself as a parent.

An area for staff consideration is how we effectively seek parent's opinions about educational programs.

## Relevant history screening

Relevant history screening has occurred for those whose certificates expired as well as new volunteers. All Governing Council representatives applied and received criminal history screening and 'Recognising Abuse and Neglect' training. Copies are provided to the site to be kept on file. Staff screening is also monitored and reminders followed up to ensure all staff have current certificates.

## Financial statement

Funding Source	Amount
Grants: State	\$0
Grants: Commonwealth	\$0
Parent Contributions	\$6,330
Other	\$6,020

## 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	Funding provided educators with the opportunity to critically reflect on their pedagogical practices focusing on numeracy, data collection and pedagogical documentation. This included attending professional development on multiple Pupil Free Days and the purchase of Professional Reading.	Higher level of staff and children's numeracy knowledge and confidence.
Inclusive Education Support Program	Children who required additional support for speech, language, behaviour or other areas were supported either through Department for Education funding or site budget funding to ensure their identified needs were catered for and worked towards by the whole staff team in partnership with families.	Educators supported children to work towards their individual goals either one on one or in groups. All children progressed.
Improved outcomes for non-English speaking children who received bilingual support	Not Applicable	Not Applicable

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