



Willunga Preschool

2021 annual report to the community

Willunga Preschool Number: 3699

Partnership: Sea & Vines

Signature

Preschool director:

Ms Megan Paech

Governing council chair:

Ashley Rawlings

Date of endorsement:

16 February 2022



Government
of South Australia

Department for Education

Context and highlights

The centre offers Preschool for children in the year before they start school, and early entry for eligible children. Educators work alongside Preschool children to be respectful citizens and caretakers of Willunga land. The Willunga community has a great connection to its environment and a commitment to sustainable practices for living in harmony with the land.

Willunga preschool staff cultivate and retain respectful relationships with children, families and members of the community. Working together to support, nurture and educate children and to be respectful caretakers of the land and resources of the Preschools learning environment. Our staff teams consists of the director Megan who is in her first tenure as a director and has been at the centre since 2014. We have two teachers - Amy who is a strong educational leader and Mawuana who is an early career teacher who builds strong positive relationships with both children and families. Heidi is our permanent ECW, the heart of the preschool and has been at our centre since 2010.

All preschool educators are committed to ongoing pedagogical documentation of an inquiry learning process which shows what educators notice about what children think, feel and represent. The inquiry process of learning - planning, hypothesising, experimenting and continual documentation of both the process and the learning allows educators to work and learn alongside children, and to notice and respond to, the different ways children articulate and represent their ideas, feelings and theories.

Parking is available on the Western side of the preschool. Access is via Station Road. We are on an adjacent site to the Willunga Primary school with a fence and gate separating the two sites. School holidays are as per DfE, SA term times.

Children are divided into two groups, the Milte (red) group and the Karalta (blue) group. Milte group children attend on Monday and Tuesday (8.40-3.10) and odd week Wednesdays (8.40-12.40). Karalta group children attend on Thursday and Friday (8.40-3.10) and even week Wednesdays (8.40-12.40).

Governing council report

In February 2021 the Governing Council AGM was held and a committee was formed. Members were made up of parents from both the Red group and Blue Group. All members completed the Responding to Abuse and Neglect (RAN) training.

Like 2020, 2021 was to be influenced by the ongoing Covid-19 pandemic, the preschool implemented check in, social distancing & mask controls to manage the virus's spread.

Preschool fundraising activities were limited due to Covid-19 however the ones that were completed were very successful and well supported by families and community members. The main fundraiser was the purchasing of Tea Towels with all the preschool children's self-portraits printed on them and a silent auction undertaken at the art show.

It was enjoyable to advocate and support the wonderful program the staff at Willunga Preschool provide to the children who attend. On behalf of the Governing Council we wish Willunga Preschool staff all the best for 2022.

Preschool quality improvement planning

We have a commitment to developing reciprocal and respectful relationships with Aboriginal and Torres Strait Islander peoples and communities. We endeavour to consult with, and learn from Elders and knowledgeable Aboriginal people to enrich our work. This supports us to create sustainable relationships with people and environments to promote a sustainable and positive future.

Educators work alongside children in an Inquiry based approach. We believe this learning approach is sensitive to and honours individual differences in abilities needs and motivations. It enables children to express their thinking, make connections between concepts and test and refine their theories.

We believe in a play-based emergent curriculum. Play provides a supportive environment where children can ask questions, solve problems and engage in critical thinking. Educators have a commitment to work alongside children and families to develop a curriculum that is responsive to children's interests, and is meaningful, relevant and engaging for each child.

Enrolment

| Year | Enrolment by Term | | | |
|------|-------------------|--------|--------|--------|
| | Term 1 | Term 2 | Term 3 | Term 4 |
| 2018 | 59 | 62 | 59 | 62 |
| 2019 | 56 | 59 | 59 | 56 |
| 2020 | 58 | N/A | 57 | 56 |
| 2021 | 45 | 47 | 47 | 47 |

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 | 89.8% | 84.6% | 88.2% | 93.1% |
| 2019 centre | 94.0% | 91.7% | 84.2% | 87.7% |
| 2020 centre | 91.5% | | 89.6% | 88.5% |
| 2021 centre | 89.5% | 88.4% | 88.8% | 82.6% |
| 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

We have good attendance on our long day sessions. our half day session as less well attended. The half-day session does not support all families. Staff have worked in consultation with the preschool community, current governing council and families enrolled for 2022 to develop a new structure that eliminates the half-day session. We will introduce this new structure in 2023.

Destination schools

| Feeder Schools (Site number - Name) | 2018 | 2019 | 2020 | 2021 |
|---|-------|------|------|-------|
| 8418 - Southern Vales Christian College | 0.0% | 0.0% | 0.0% | 14.3% |
| 8029 - Sth Vales Christian Coll - Aldinga | 0.0% | 0.0% | 0.0% | 14.3% |
| 8498 - Tatachilla Lutheran College | 10.0% | 3.9% | 6.0% | 42.9% |
| 8163 - Willunga Waldorf School | 4.0% | 0.0% | 4.0% | 28.6% |

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

The majority of our students go to the local primary school. We had a small number of children go to neighboring DfE and independent schools.

Family opinion survey summary

We had a very high response to our parent opinion survey this year. We have developed our own survey and use survey monkey which made it easier for families to access. The responses were very positive and we had comments on the learning program which we have only received since introducing our own survey. It was again a great response which shows that the survey questions we are using are appropriate for families to understand and respond to.

Relevant history screening

All staff and volunteers have the relevant working with children screening.

Financial statement

| Funding Source | Amount |
|----------------------|----------|
| Grants: State | \$30,000 |
| Grants: Commonwealth | \$0 |
| Parent Contributions | \$18,140 |
| 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 | all educators engaged in professional development related to supporting children's early literacy and numeracy development. We engaged in a Partnership Early Years Oral Language project and had coaching conversations with Early childhood expert Alma Fleet. | Indicators of preschool numeracy and literacy emerge as children investigate their ideas through inquiry and design. |
| Inclusive Education Support Program | We have an inclusive curriculum which supports all children's learning and the resources we purchased can be used by all children. IESP funding was used to support 3 children up to 8 hours a week support. We applied for additional funding for a child requiring more than 8 hours a week but the application was unsuccessful. | Targeted learning by educators supports continuing confidence and skill in early literacy and numeracy development for every child. |
| Improved outcomes for non-English speaking children who received bilingual support | we had no children enrolled in 2021 with English as a second language. | we had no children enrolled in 2021 with English as a second language. |

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