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2022 annual report to the community

Number:

Partnership:

Signature

Preschool director:

Mrs Joanne Smith

Governing council chair:

Colleen Gay

Date of endorsement:

24 March 2023



Government
of South Australia
Department for Education

Context and highlights

Port Lincoln Children's Centre is a Category 1 site in Port Lincoln. In Term 4 2022, 53 children were enrolled which includes 27 Aboriginal children who started kindy as 3 yrs old for 12 hours per week. We held a very successful and well-attended Family Night in term 2, families gathered around the fire for a yarn and catch up as well as supporting their children to toast marshmallows, they enjoyed Kangaroo tail stew and damper prepared by Long Day Care cook Emma. We went on an excursion in light rain along the Parnkalla Walking trail during Reconciliation Week. Our Koala Group of children visited the Lincoln Gardens Cultural area, which was very well presented by Principal Sandra Spencer. It was very informative and hands on learning for our children. In term 4 we held a fantastic Graduation Ceremony with many family members attending. The Port Lincoln Aboriginal Health Service donated Graduation Gifts of a backpack, lunch bag and water bottle for the children to start school in 2023. The Port Lincoln Aboriginal Community Council catered a delicious brunch for children and families to share after the ceremony.

The group population includes approximately:

- 96% Aboriginal Children
- 7.5 % children diagnosed with a disability
- 38 additional children required weekly support for speech, language, social behaviors, separation anxiety, well-being

Preschool operates alongside PLCC Long Day Care Program, which is great for cross age learning and interactions between preschool and long day care children.

Governing council report

On behalf of our Governing Council Committee, I would like to thank all the staff of Port Lincoln Children Centre for another amazing year. You all work together to provide such a high-quality Centre that provides strong learning foundations for our children both academically and emotionally.

We are all so very proud to be a part of such a wonderful centre that makes our children happy and capable little learners. We look forward to seeing what other wonderful things happen in 2023 at PLCC.

Specific highlights from this year include:

- Covid has impacted our Centre, but children, families and staff continued to provide quality care and learning
- The Centre staff continue to embed Aboriginal perspectives into daily routines and staff are currently involved in the Department for Education Culturally Responsive Framework. This framework increases their knowledge and understanding of cultural safety and awareness in the centre.
- Kindy enrolments have increased up to 55 children over the year. Long Day Care enrolments continue to grow, there is a waitlist for our Long Day Care program which shows that families are wanting to bring their children to our centre.
- Kindy staff have participated in professional learning opportunities to reflect, analyse and plan for numeracy and literacy next steps.
- Staff also attended training focusing on sensory processing and supporting emotional regulation in pre-schoolers which has given them a deeper knowledge and understanding of all children's needs.
- A centre focus was also about teaching children about their rights as an individual, especially in regards to the Keeping Safe: Child Protection Curriculum. Language and books used were age appropriate and helped children to learn about keeping their bodies safe, trusted adults and who to ask for help.
- Children have enjoyed the outdoor spaces, especially the bike track which is a great way of learning to share, be patient, wearing a helmet, weeding the veggie garden and helping to water and pick ripe veggies. This helps children to learn about how veggies are grown and not just bought in the shop.
- Family Night was a huge success with families yarning and catching up around the fire. Emma cooked a very delicious Kangaroo tail stew and damper. This is a very important event that we can now continue with after being impacted by covid-19 over the previous years.

I would like to congratulate all staff, children, parents, and community of the Port Lincoln Children Centre on another successful year.

Thank you, Colleen Gay. Chairperson, 2022.

Preschool quality improvement planning

PLCC Improvement goal: To increase children's understanding of patterning to improve their mathematical thinking. Challenge of practice: If we design intentional environments, that allow children to discover and talk about patterns then we will improve children's mathematical thinking. Success criteria: Through ongoing analysis of our pedagogical documentation we will see children; - recognise patterns in play. - communicate the 'rule' of a pattern to someone else i.e black, white ,black, white. - transfer patterning skills across mathematical concepts eg number sense.

Koala group: The children that have good attendance you can see that most can recognize patterns in play, Children with low attendance still need some help. We heard children saying this is a pattern, heard children talking to each other about patterns, children using the language of pattern at home, staff observed children making patterns, staff collected data through small group intentional teaching record books, checklists, photos, daily floor book and learning stories. There were different levels of understanding to explaining the rule of pattern – the higher achievers can explain the rule of pattern independently, others can achieve with modelling and support, some still needing support. Some children were able to transfer their knowledge of pattern across different concepts such as naming repeating patterns in dance, songs, on their clothing, patterns are everywhere.

Gulda group: We noticed that children needed to know number sense before they could recognize patterns in play. A few children but not all could explain a pattern. Some children were able to transfer patterning skills across mathematical concepts.

NQF priorities:

1. Leadership; the director to support and lead the development and implementation of educational program, assessment & planning cycle and to build knowledge capacity of educators to increase their understanding of using evidence based research to inform their practice

Research articles were provided for staff to read and followed up by discussions. This priority was achieved with some room for improvement.

2. Interoception Awareness: Build educator knowledge "to help children connect to and learn to understand their own bodies and emotions" Interoception Guide.

Training was achieved in Educator Knowledge, an environmental audit was conducted – some of the recommendations were implemented, others have not been implemented. We still need to go deeper in our teaching of feelings and understanding our bodies.

3. Informing families about children's progress on a regular basis.

Families were informed through Learning stories and Individual Learning Programs, we received some feedback from parents on these documents, Newsletters to families 3 times a term and notes. We will trial Storypark for more feedback next year.

Staff feedback: We acknowledge children's ideas and thinking, in our learning stories we have designed a question for families to answer in their feedback. Children's voice is documented in floor book discussions, ILP information from child.

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Financial statement

Funding Source	Amount
Grants: State	\$707,151
Grants: Commonwealth	\$0
Parent Contributions	\$4,762
Other	\$85,194

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 used to employ a teacher that enabled kindy team to increase literacy and numeracy outcomes for children. Focus for literacy was to increase children conversational reading skills. Phonological Awareness was also a focus to increase children PA skills. Collaborative discussions and planning for all educators to design and implement our numeracy goals to achieve success criteria in 3 concepts of patterning.	90% of 4-5 yr old children achieved 2 of the success criteria for patterning- recognise patterns in play and - communicate the 'rule' of a pattern to someone else
Inclusive Education Support Program	Support workers implemented individual speech, oral language groups and small social skills intervention, supported children to engage and participate in learning experiences, positive /appropriate social interactions with peers, interoception awareness to help children to self-regulate . Staff access professional learning to increase their professional knowledge to best support individual and groups of children We hosted an Autism workshop in February 2021 for parents and staff.The Healthy Kids Clinic continued with regular checks and follow-ups provided by PLAHS child health team.	Speech and language has improved, interoception strategies implemented, staff receive support from Special Educator & Speech Therapist
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.