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## 2022 annual report to the community

Number:

Partnership:

Signature

Preschool director:

Mrs Christina Ziegler

Governing council chair:

Maddie Gleed

Date of endorsement:

6 February 2023



Government  
of South Australia  
Department for Education

## Context and highlights

We are a large rural integrated site that runs a Commonwealth full Long Day Care facility and a DfE Preschool facility from birth to 5 years. The centre is the only integrated site and stand-alone preschool in the Waikerie Partnership. 2022 held a category 1 level for its complexities. We ended the year with an enrolment of 32 preschool families and 85 childcare families. Children move through the centre from the baby's room, Over 2's area to the preschool room, sharing an expansive and exciting outdoor learning environment. The Centre has a sound community reputation as a valuable and viable Early Childhood Service providing multiple services from the one site. We have a strong focus on early intervention services on site having established Occupational therapy, speech services and psychology support for our children over the last 2 years.

The Centre is situated in a rural, horticultural area dependent on the River Murray and children come to the centre from within Waikerie and the outlying areas. Early entry for GOM and Aboriginal families continues to be used. Our staff team consists of 22-24 across the centre of trained educators in childcare and preschool sharing job roles. We also support students training for their Certificate 3 or Diploma in Children's Services. Our centre is represented a variety of cultures including Aboriginal and Indian.

### Site highlights:

- Formative Assessment child documentation professional learning and practice
- Swift technology brings reliable internet and wifi services to centre
- Strong Oral Language focus across the whole site
- Six week Circle of Security training for Childcare educators.
- Support therapy programs for families and children: Occupational Therapy, Speech therapy and Psychology across the centre with early intervention support enabling staff upskilling, mentoring and child skill progression. This Commonwealth grant program and project officer position ceased at the end of 2022 with programs embedded in service.
- Reduced and restructured community events and onsite health programs impacted by Covid 19
- successful community recycling sustainability program
- new equipment shed installed
- Supportive Governing Council representing both preschool and childcare families.
- Increased enrolments in childcare over the year has resulted in waiting lists for services
- Seesaw tool used successfully across the centre

## Governing council report

I just want to start with a thank you to the staff and council members for another great year!

It's been another year of making our way through COVID and working out how life looks now for the children and staff.

With the restrictions lifting this meant we could stagger the re-entry of parents for pick up and drop offs. As a parent I had been looking forward to this moment, as I really find it helpful when we can connect with staff in person.

We also gained more communication through the introduction of SeeSaw, the kindy teachers were fantastic at keeping us updated on the kids days, and now that childcare have started using it I look forward to the updates they'll provide as well.

We had a lot happen around the centre this past year, we saw the shed finally built and racks installed, a big thank you Christina's hubby who had them organised with his trailer!

We also sold the 2 rainwater tanks, had the outdoor blinds installed, and new lights in the kindy room!

We've had updates outside to the nature play area & bike track, and this year we will see the replacement of some of the playgrounds equipment as well.

Thank you again for all the patience with meetings and needing to change them to email, hopefully this year we'll be able to see each other in person more.

Thanks, Maddie Gleed

# Preschool quality improvement planning

Our 2022 improvement goal PQIP Learning goal was to extend children's speaking & listening skills to share their ideas & knowledge through play. Key actions focused on high impact teaching strategies associated with sustained shared thinking. We focused on making connections with children & finding out what is meaningful & significant to each child in their play. We focused on the child's strengths in what they already know, can do, feel & understand. We invited back & forth conversation through open ended questions, the use of "I wonder" statements & "What if?" in play. We sharpened our listening skills, role modelling & tuning into what children were saying & what they omitted. We supported thinking processes by listening, watching and responding to non-verbal & verbal communication through a pause & wait approach, gaze, key word sign, visual cues or use of materials. We provided stretch for each child's learnings from our noticing by role modelling & extending new vocab to extend their ideas by using more complex words through back & forth conversation. We played aloud with words and sounds: word patterns, environmental sounds, rhyme, letter sounds. We encouraged invention & peer collaboration. As a result, children's language expanded, rhyme and song were evident more in play.

Our improvement goal action was to delve deeper into Formative Assessment journey that we had engaged in training in late 2021. We were mentored & trained with our Early Childhood leader & it saw educators reflecting on practices of data collection, noticing & deeper analysis of children's play. Educators analysed their own actions more consistently & those of others & extended, challenged & collaborated with each other in programming. Capturing child voice in transcripts & audio recordings showcased children's learning & growth in their speaking & listening skills & throughout the year. Children's input into the program design through their ideas & play increased as educators' sense of tuning-in increased. This led to more language, more resources being asked for, greater experimentation & children knowing that we were more open to their ideas. This was a significant achievement that we committed to weekly through a structure timetable.

The new Seesaw app allowed educators to share children's successes & learning. Our Star of the Session approach enabled children to feel a real sense of belonging & pride & the sharing of their Seesaw journal gave children chances to talk about their learning amongst peers. Back & forth conversations using this tool gave parents a voice in the curriculum. Flexible uninterrupted play within our daily routine allowed for deeper learning opportunities & has strengthened staff-child relationships. Our tools of successful impact included the Read it Again program, speech & language programs, Circle of Security, Psychology Wellbeing program & Occupational Therapy. Input from professionals helped to guide detailed termly programs that were shared with families. The input also provided additional knowledge into child capabilities and offered another perspective for curriculum design. Our educator's participation in a music strategy workshop also supported the active listening & early literacy skills required for making connections to speech and language. The musical element has sparked a lot of interest in sound & rhyme, and we will further explore this in 2023. Data measuring tools for staff & from parents highlighted oral language growth for all children in the centre throughout the year & was reflected in their reports for school & into preschool entry. In 2023 we will focus expanding children's ability to extend their voice in the practice of sustained shared thinking & look at this area on a deeper level.

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## Financial statement

Funding Source	Amount
Grants: State	\$495,053
Grants: Commonwealth	\$0
Parent Contributions	\$21,544
Other	\$1,448

# Enrolment

	Enrolment by Term			
Year	Term 1	Term 2	Term 3	Term 4
2018	60	62	65	65
2019	56	58	59	62
2020	41	41	38	38
2021	38	37	36	36
2022	35	35	34	34

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
2017 centre	87.4%	91.8%	84.4%	90.3%
2018 centre	90.5%	88.3%	84.1%	73.3%
2019 centre	91.4%	84.9%	87.3%	80.1%
2020 centre	95.1%	83.3%	76.7%	86.0%
2021 centre	84.1%	88.6%	91.0%	68.1%
2022 centre	88.2%	74.0%	76.3%	73.9%
2017 state	90.7%	88.8%	86.7%	87.7%
2018 state	91.0%	88.7%	88.0%	88.3%
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.

## Destination schools

Feeder Schools (Site number - Name)	2019	2020	2021	2022
571 - Blanchetown Primary School	0.0%	2.6%	5.6%	14.3%
372 - Ramco Primary School	14.0%	21.1%	19.4%	17.9%
8400 - Waikerie Lutheran Primary School	10.5%	13.2%	16.7%	17.9%
456 - Waikerie Primary School	75.4%	60.5%	58.3%	50.0%

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.

## 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 was used to support our improvement goal strategies in oral language across the centre. Programs such as our Read It Again program and intentional speech and language group were regular parts of our program. Training in speech and language programs enabled a greater pool of staff to identify specific literacy needs. Our work on Formative Assessment was mentored regularly with our Early Childhood Leader within the Portfolio. This work enabled educators to delve deeper into children's literacy and numeracy development using a lens of the whole child and their capabilities. The change in our practice enabled staff to self-reflect.	The EPOP data and Cubed screeners for language showed progression in children's literacy development. Educators were able to show progression using the Formative Assessment observations of learning outcomes and relate the learning to the literacy and numeracy indicators. Various reflection tools were created throughout the year to guide educators to look at their teaching actions and the impact that self-reflection and critique of others. Changes to delivery resulted in better outcomes for children's learning. Children involved in speech and language groups showed significant gains in vocabulary, clarity and expression.
Inclusive Education Support Program	Funding supported the children's learning at kindy through the employment of an ECW. Support was provided to individual children's wellbeing and at transition points. Additionally, the support provided an opportunity to run structured early intervention groups that focused on specialised speech and language programs that were guided by the speech pathologist. Support through play enabled children to bond and feel a sense of belonging to the centre with educators who aimed to support children's individual learning goals. Support from therapists and specialists enabled specific planning within our program design and planners	Children showed positive development in speech and oral language development showing significant progression throughout the year and were challenged in higher goals. Regular progression movement on speech programs enabled nearly all children on programs to be discharged prior to school. Those few still remaining on programs will have reports and support continued at their prospective schools. Children who required earlier support in the year for transitions and emotional wellbeing gained skills in managing their emotions through 1:1 support and educator strategies and support.
Improved outcomes for non-English speaking children who received bilingual support	One child received 60 hours of funding over term 2 and 3 on their entry to preschool to help with socialisation, identity and cultural promotion and engagement in the preschool program. An ECW was employed to engage with the child in 1:1 and in small groups.	The use of PECS cards, visuals and role-modelling tools enabled the child to make significant progression in language development in his own language and in the English language. An obvious sense of belonging to the centre was developed over the year with the child and his family regularly attending on a daily basis.

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