



# Meningie Preschool

## 2022 annual report to the community

Meningie Preschool Number: 6553

Partnership: Coorong & Mallee

Signature

Preschool director:

Mrs Fiona Maddaford

Governing council chair:

Kasey Cuneen

Date of endorsement:

21 February 2023



Government  
of South Australia

Department for Education

# Context and highlights

Meningie Preschool is a stand alone preschool. Preschool sessions are held on Tuesday, Thursday and every alternate Friday from 8.45 to 3.00pm. We had three children travel to and from preschool travelling on the school bus.

We started with a low enrolment again of 8 as in the previous year. During the year we had 4 new enrolments with our enrolments in term 4 being 12. Our staffing included a Director 0.6, teacher who had reduced her time to 0.5, an ECW who worked the 0.1 fraction of time replacing the teacher and also supporting some children with speech and language needs. We also had an ECW in a preschool support role supporting children with identified needs.

We value connection and family involvement and participation in our program. The challenges of Covid restricting families to enter the site at the beginning of the year made educators reflect on how they can keep communicating and sharing their children's progress and learning experiences throughout the year.

Due to low numbers it was difficult to form a Governing Council, only having one family offer from our current enrolments. We were fortunate to have families from the previous year and families with enrolments in 2023 to offer to be on Governing Council.

One of our highlights for our preschool and Governing Council was the construction of a beautiful new verandah. This has created another sheltered learning space for the children to access. Some of our Jack Northey funds were used to support this. To complement the new verandah Governing Council supported the painting of the outside of the preschool building. This can be planned for 2023. We had a successful Pie drive fundraiser which help raise money to contribute to the purchase of a new trike for the children. I would like to thank all of our Governing Council members for their commitment to Meningie Preschool and hope that they consider continuing as Governing Council members in 2023.

Unfortunately our Playgroup was not able to be held onsite for the first two terms. Our volunteer Playgroup Coordinator still worked tirelessly to ensure that our playgroup families were able to keep connected and meet up. Communities for Children supported this connection by continuing to offer Mother Goose sessions. This music based program proves to be very popular with our Playgroup families throughout the year. Once Playgroup was able to be held back on site the membership remained high. Thankyou to Natasha for being so committed to her volunteer role as Playgroup Coordinator.

During term 2 and term 3 we were able to have some bush walks along the Lions trail. Childers enjoyed exploring the trail observing the many different types of plants and flowers along the way. Children enjoyed taking their back packs filled with bush walking tools to use during the walk such as magnifying glasses, binoculars pen and paper.

We were able to finish the year with our Graduation Ceremony being held outside in our beautiful yard. Children and families enjoyed participating in a fun Colour Run on the last day of preschool.

# Governing council report

## 2022 Governing Council Report:

2022 Kindy year started off differently due to not being able to have families into the kindy building. Covid restrictions and low enrolment numbers all added to the struggle of trying to find enough families to form GC for 2022. After numerous attempts to have our AGM we were able to conduct it via TEAMS. Fiona was supported in being able to invite families from 2021 and future 2023 enrolments to form this years Governing Council. Our GC was made up of one 2022 family and this family left mid-year which left the remaining members all from the previous year and future enrolments.

One of the highlights for the year was the construction of a new verandah finally being completed. This has now added another sheltered learning space for children to access in all types of weather. Our very generous Jack Northey Funds helped to contribute towards the build of this. It was also discussed to complement the build to get the kindy building painted. Other upgrade/maintenance also included the repair and replacement of our rubber edging on our sandpits and beautiful new white sand which proved to be very popular amongst the children.

At our first meeting we discussed possibilities of fundraising which could also occur for 2023. During the year we were able to have one Fundraiser – a successful Pie Drive which was through Tailem Bend Bakery. Meningie Bakery were unable to assist us this year but we look forward to working with them in the future when they are able. The funds raised through this fundraiser helped contribute to purchasing a new bike which is already proving to be a popular purchase.

Staff participated in training around Supporting Children's development of Regulation with an Occupational Therapist from the Dept's Self-Regulation team and were successful at accessing a grant to use to support Regulation. Part of this was to organise a parent information session to support parents with knowledge about supporting the development of regulation in their child. Unfortunately this was not able to happen during 2022 however a date has been secured for this to happen in 2023. To continue the work that staff are doing around regulation they are participating in Zones of Regulation training and this will also be introduced to 2023 families.

Our Playgroup coordinator Natasha Swan ensured Playgroup was to continue despite COVID restrictions stopping Playgroup being held at kindy until term 2. Playgroup met at the local park and also a local café. Communities for Children Tailem Bend continued to offer Mother Goose sessions to our families and this proves to be a very popular part of our Playgroup sessions. During Term 3 and Term 4 Playgroup numbers continued to increase. A successful visit to Jallarah proved to be a popular visit and one that they hope to plan again in 2023. Playgroup are looking forward to continuing to have large numbers in 2023.

A challenge for GC this year was to access a gardener. Our gardening business that was used over the past 15 years finished and replacing their wonderful service has proved to be a challenge. A former community member with a gardening business in Adelaide offered to help out when needed and this was greatly appreciated. Fiona also approached the local school to see if we could access the services of their maintenance /gardener and this was supported. Thank-you to the school for supporting this. One working bee was able to be held during the year and this was affected by wet weather.

2022 while a slow start to the year and small numbers, still managed to see a few key projects completed. We look forward to 2023 and less challenges post Covid.

Our community is extremely lucky to have such a valuable asset such as our Kindy and their dedicated and passionate staff. I would like to thank Fiona & Kindy Staff and the 2022 GC committee members for their time and assistance during 2022.

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Kasey Cunneen

# Preschool quality improvement planning

As a team we are very proud of our achievements in 2022.

We continued our journey to further develop our understanding of how to support children's regulation. All staff participated in professional development sessions which was led by Carla Koay an Occupational Therapist from the Dfe Self Regulation team. These series of sessions were around 'Supporting Children's Development of Regulation'. Participating in these sessions not only supported educators to learn strategies on how to support children with regulation but also to be aware of our own wellbeing. Throughout the year we reflected on our current practices and made changes to how we set up our learning environment, set up a calm space inside and outside for children to access if needed. We changed our daily routine and transitions to support the needs of the children's and to create less disruptions to the flow of the day. We reflected on how we responded to children's behavior and looked deeper at what the child's behavior was telling us. Educators reflected on our own body movements/positioning and use of voice/questioning to further support the needs of children. We also shared with families a variety of strategies that we were using with children to support regulation.

We were fortunate to receive a grant of \$6500 to enable us to purchase resources or access further training to support children's regulation. During the year we used some of this grant to purchase regulation tools for children to access both inside and outside. Further purchasing of resources and training are planned in 2023. We have been fortunate to be able to participate in Zones of Regulation training in 2023. This will be presented to educators by Carla Koay. A parent information session will also be offered in 2023 to support families with their understanding of Zones of Regulation.

Another achievement throughout the year has been the development of a new site philosophy. We accessed the services of Early Years Consultant Jane Lemon to guide us through this process. All educators contributed to the development of the philosophy and along with parent contributions we were able to create a philosophy that is a true reflection of our values and beliefs around children's learning. After the development of the philosophy it was evident how passionate all educators felt about it, often using the philosophy to guide decision making and inform planning and programing.

Our PQIP goal of children accessing, choosing, using and representing text in multimodal ways to extend their learning was evident throughout the year. Educators observed children accessing texts and taking the texts to further extend on a current interest whether this was outside in the yard or inside. Examples of this were when we participated in the National Bird Count children accessed numerous texts including books, posters and cards about birds and took them outside to support them identifying what species of bird they observed. Children often communicated connections they had seen with objects in their learning environment to pictures or characters they had recognized in familiar texts. Through intentional strategies by educators to ensure children had easy accessibility to a variety of texts and tuning into children and family interests educator's observed an increase in children using text to in all aspects of their play. It was especially exciting when some children started identifying themselves as a reader and developing the confidence to read a story to their educators, peers and families.

Educators participating in Orbis Preschool Literacy professional development in 2023 will further build their capacity and understanding to support children's literacy development.

## Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	20	18	16	16
2020	8	11	13	13
2021	20	20	21	21
2022	9	11	11	24

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	97.0%	94.4%	78.5%	92.4%
2020 centre	94.9%	80.8%	77.6%	87.1%
2021 centre	81.8%	89.9%	84.5%	89.4%
2022 centre	77.3%	56.4%	63.1%	86%
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

We started the year with 8 enrolments and this extended to 12 by the end of the year. Our attendance was affected by a number of children throughout the year with persistent illness especially during term 2. We also had some families go on family holidays during the year. The highest percentage of attendance was in term 4 with our lowest being in term 2.

## Destination schools

Feeder Schools (Site number - Name)	2019	2020	2021	2022
750 - Meningie Area School	100.0%	90.9%	95.0%	85.7%
306 - Nairne Primary School	0.0%	0.0%	0.0%	14.3%

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

The majority of enrolments are attending Meningie Area School. One family are moving interstate early in term 1 2023 and have enrolled their child in a school interstate. A parent opinion survey was offered to families to complete. We received 5 responses which when collated together demonstrated a high level of satisfaction in all aspects of the kindy. These responses were supported with positive comments. The majority of responses were agree or strongly agree.

In the area of Leadership and Decision making the majority of responses were strongly agree. These were followed by a supporting comment-

"It has been challenging for families to be part of the program especially during high covid times. Staff have tried to involve families best they could."

Despite not being able to have parents onsite for the first half of the year educators kept trying to keep families informed about their child's learning at preschool and the program. This has been supported by 100 per cent of responses to the question "My child's teachers clearly inform me about the learning program" were strongly agree.

The importance of relationships and communication continues to be a high priority for educators and this was well supported with positive comments such as

"Staff are all very friendly and welcoming."

"Educators always greet families with a friendly smile." "We often get photos shared showing our child's experiences at kindy."

"Always offered opportunities to talk about how our child is going."

"My child loves coming to kindy."

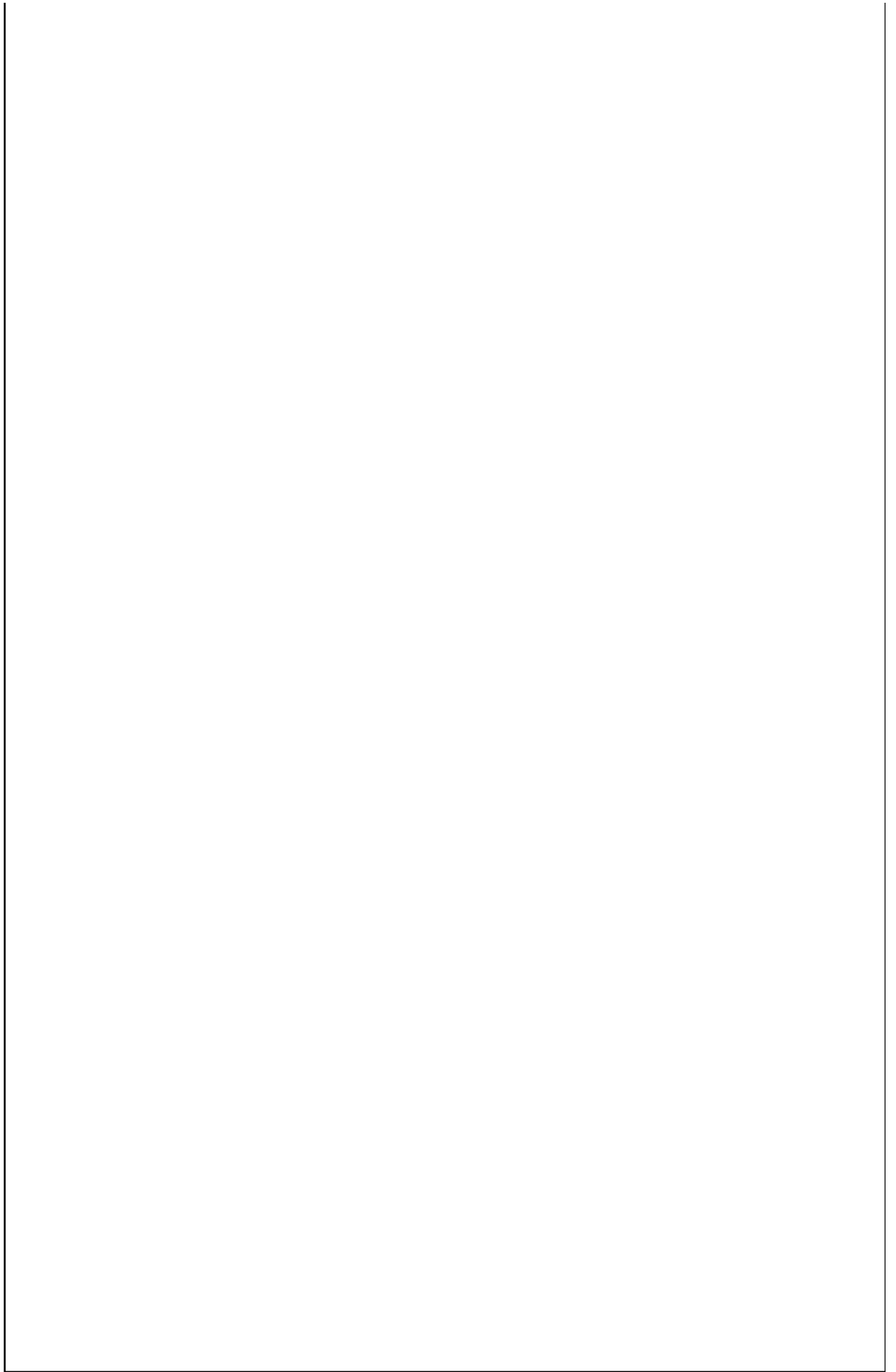
"Friendly welcoming preschool."

"You have worked tirelessly to support our children to achieve their potential."

"Welcoming kindy always trying to support families."

We also received a high level of strongly agree and agree responses in the area of Support of learning. It is noted that in this area we would like to continue to improve on promoting and helping families access support services in the community.





## Relevant history screening

All staff employed have relevant history screening. Our Playgroup Coordinators have the relevant Working with Children Checks conducted through Department of Human Services. and ensure all families who attend Playgroup become members of Playgroup SA.

## Financial statement

Funding Source	Amount
Grants: State	\$241,603
Grants: Commonwealth	\$0
Parent Contributions	\$3,180
Other	\$576

## 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	Resources were purchased to support literacy and numeracy development. These included story table items, literacy kits, numeracy resources for inside and outside. texts.	Children used these resources in their play to support further literacy and numeracy learning. This also supported our PQIP goal of children choosing, using, accessing and representing texts in multimodal ways.
Inclusive Education Support Program	Inclusive Education support funding was used to employ preschool support staff to work one on one with identified children to engage in the preschool program. Support was also given to children identified with speech and language needs. We received additional IESP funding after a review of funds was requested. These additional funds were received to support children with extensive needs.	Children receiving additional support were able to successfully engage in all aspects of learning environment.
Improved outcomes for non-English speaking children who received bilingual support	N/A	N/A

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