



Booleroo Centre & District Kindergarten

2022 annual report to the community

Booleroo Centre & District Kindergarten Number: 6608

Partnership: Flinders

Signature

Preschool director:

Ms Vanessa Wegner

Governing council chair:

Nicloe Carey

Date of endorsement:

20 February 2023



Government
of South Australia

Department for Education

Context and highlights

Booleroo Centre and District Kindergarten and Rural Care is a small rural preschool and care service offering preschool sessions to eligible children, long day care for children up to school age and after school/vacation care for school children up to 12 years of age. The service is located across the road from Booleroo Centre District School (Reception to Year 12). Booleroo Centre is located in the heart of a grain/sheep farming area. The population of the district is around 300. Many children come from farming families. Children travel to school, preschool and care from surrounding towns including Willowie, Tarcowie, Melrose and Yandiah in a radius of up to 30km. Most children attending the service come from two-parent working families. A small number of children come from families that are socially isolated or economically vulnerable.

One Director works across both sites. Booleroo Centre preschool the Director works in a teaching role and is supported by an ECW. This site operates all day Tuesday and Thursday and every 3rd Monday of term. The Melrose site is staffed with Diploma and cert 3 ECW's. Some staff work across both sites. Melrose site is open Monday to Fridays. Our staff teams from both sites meet together regularly to reflect on children's learning outcomes and progress of the PQIP goal.

We meet with staff from both primary schools, building relationships and sharing aspects of our practice and ways we can support children's learning. Throughout the year we supported transition with visits between the school and Preschool. Twice a term our children visited the local aged care facility. This is greatly valued by our preschool children and the residents.

The Director works in close partnership with neighbouring Preschools and Principals in the Flinders Partnership. There were many highlights in 2022 including excursions to Port Germein beach, Bowman's Park, a trip to Port Pirie to see the Patch Theatre production, 'behind the door' where one of our children was chosen to go on stage, causing much excitement amongst her Kindy peers, and a week of visits to the Kindy children's homes for children to share special things from home.

We visited Mt View homes several times a term throughout the year (Covid 19 permitting) with the children singing songs and acted out well known story books and shared a book the children had illustrated about our excursion to Bowmans Park. The residents also shared with us a native animal display throughout the home.

We had numerous transition visit to BCDS throughout the year and joined in Reconciliation week learning activities, the Book Week parade, attended a 5 piece orchestra play in the BCDS gymnasium and performed two items with a numeracy theme at the 'end of year' primary BCDS concert. This was followed by our own 'end of year' event at Kindy with families in attendance to present certificates to the children on the completion of Kindergarten.

During the year, many pets and animals visited our Kindy including puppies and rescued joeys. Children showed a strong interest in wildlife and we learnt about lizards and the life cycle of a butterfly. This inspired our Melrose Show display where the children made a large poster based on the 'The very hungry caterpillar' by Eric Carle and each child illustrated their favourite fruit and how many they ate. The children enjoyed playing in the outdoor learning area which in itself offered many highlights, including imaginative play, discovering lizards, bees, butterflies and ladybirds, and picking produce from our veggie garden to cook with and eat. The children have loved watching the chooks, talking about what they notice about them and feeding them scraps at lunch time. Throughout the year, cooking experiences, sensory play, construction activities and science experiments featured regularly in our learning programs.

2022 also the completion of our interior flooring with new carpet and lino.

Governing council report

GC Kindy Report

We are currently aligned to the Booleroo Centre District School Governing Council but we have our own parent committee which is responsible for supporting and reviewing the Preschool and Rural Care operations. This body reports to the Governing Council.

It has been a pleasure to work with Vanessa Wegner (Director), her staff and the parent representatives from the Kindy/Rural Care committee this year. All have a drive and determination to see our sites succeed. This is proven by staff attending outside hours training, ensuring all staff have the opportunity to attend, as well as ensuring a welcoming environment for all – staff, families and most importantly, our young learners, including those with additional needs.

Staff have embraced PQIP goals and worked in partnership with families to support children's learning at home. Once again the Kindy has had fantastic engagement with the broader community as well as local school community. It has been heartening to see the relationship between the BCDS SRC and the Kindy grow this year, with the inclusion of Kindy students in appropriate activities, therefore strengthening and building relationships leading to transition into school. The improvements to the grounds of the Kindy have made for a welcoming space for all to enjoy. I would like to thank all staff, volunteers and families for their continued support of the site and Governing Council look forward to working with everyone in the future.

Nicolle Carey
Booleroo Centre District School
Governing Council Chairperson

Preschool quality improvement planning

In 2022 we have had a focus on improving numeracy outcomes for children. Our focus included providing provocations of numeracy, through intentional teaching and play experiences to promote numeracy learning. Our learning goal for 2022 was for all children to progress in their understanding of number, measurement and spatial concepts. Our Challenge of Practice was 'if we use mathematical language and plan environments, experiences and interactions in response to children's numeracy ideas, children will progress in their understanding of number, measurement and spatial concepts'.

1. BOOK CLUB – We developed our team's knowledge about mathematics learning in early childhood through a staff bookclub using

Mathematics Learning in Early Years Education (Montague-Smith et al, 2018).

2. PLANNING TOGETHER - Used a formative assessment process with clarity and accountability at staff meetings, to collaboratively

analyse and plan for children's numeracy learning.

3. NUMERACY BOOKS - Purchase books with a numeracy focus. Have a numeracy focus text in each program period.

4. FAMILIES - Connect families with children's numeracy learning- Created a visual display in foyer- Shared key points to share children's

exploration of numeracy ideas at home

In Book club educators read the text 'Mathematics Learning in Early Years' Montague –Smith et al/2018. This text book promoted learning conversations between staff and challenged attitudes towards Mathematics. Educator grew in confidence in setting up numeracy provocations and math equipment. Our Maths equipment was well utilised to enable intentional numeracy provocations to be set up and to expand mathematical thinking of the children. Educators bought with them an example to discuss and identify the mathematical experience and the learning that the children had been involved in. Educators recorded the numeracy learning experiences in the program and planned with other educators the next steps for continued learning. Children used puppets and props to retell well known stories, using mathematical language for example 'Big Billy Goat, Middle Sized Billy Goat and Little Billy goat gruff' and choosing the appropriate sized Billy goat gruff. Educators sang songs, with a numeracy focus while changing nappies of the children and were intentional in providing Numeracy learning opportunities for our younger children. A pamphlet on Numeracy learning was distributed to families and references to student learning placed in the fortnightly newsletter. Families shared children's exploration of numeracy ideas at home i.e. finding numbers in their home, cooking a simple recipe (measurement). 2 Educators enrolled in PMA training "Creating Powerful Mathematicians in Preschool" on the 14th Oct however unfortunately was postponed due to Covid.

Our observations showed high levels of engagement in numeracy learning experiences of the children whilst educators increased their understanding of numeracy and how this can be incorporated into play experiences. Appropriate numeracy resources were purchased to support these experiences. One of our achievements was how we embedded Numeracy learning experiences that were collaborative supported by all staff and promoted growth in numeracy for all children. All learning experiences were embraced by the children and families, with a positive attitude and 'have a go' mindset. The friendships and social learning of the children has been another achievement, with frequent learning conversations of learning experiences and books (including numeracy themed books) and the beginning of bookmaking opportunities.

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	12	12	12	12
2020	14	N/A	14	14
2021	9	9	9	9
2022	11	11	11	12

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	91.7%	89.6%	91.7%	100.0%
2020 centre	91.2%		85.1%	88.4%
2021 centre	95.6%	88.9%	95.6%	62.2%
2022 centre	86.4%	72.7%	87.2%	82%
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

Eleven children were enrolled at Booleroo Centre and District Kindergarten in 2022, gaining a pre entry enrolment in Term 4 taking the total number to twelve. Enrolments tend to fluctuate between around 10 and 14, with an average of 11.4 over the last four years. The preschool has a part-time permanent ECW who is funded for 18.75 hours when enrolments are 10 or below and 22.5 hours when enrolments are 11 or above. At this stage there are 17 enrolments for 2023. Out of our 11 families we had two families with low and very low (partial) attendance. The director regularly made contact with families encouraging connection and attendance and made appropriate referrals when required. The Rural Care service at Booleroo needs to maintain an average utilisation of 6.4 to remain sustainable. Over the five months between July and November the average utilisation was 6.42, which meets our breakeven target. At times during the year there were vacancies for birth to preschool age children but these are now filled. There is significant demand for school age care places after school and during vacations. The Rural Care service at Melrose needs to maintain an average utilisation of 5.2.

Destination schools

Feeder Schools (Site number - Name)	2019	2020	2021	2022
771 - Booleroo Centre District School	91.7%	71.4%	75.0%	100.0%

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.

Destination schools comment

Traditionally, most of our children transition to Booleroo Centre District School with a small number of children transitioning to Melrose Primary School. In 2022, seven children are transitioning to Booleroo Centre District School, four are transitioning to Melrose Primary. All children attended transition programs run by their destination schools. A copy of each child's Preschool Statement of Learning was provided to their destination school.

Family opinion survey summary

The Preschool Family Opinion Survey results for 2021 were positive. Three out of Eleven families participated in the survey. All responses for the questions of quality teaching and learning were agree or strongly agree. One family commented, "My child is always eager to attend each day and has developed a good relationship with the other kids". One hundred percent of respondents indicated they their child was happy at Preschool, that they feel welcome at the preschool, that the preschool assist the development of their child's personal and social skills and that they feel comfortable approaching staff. Where families gave a neutral response it reflected uncertainty about information available about other support agencies within the community and opportunities to be involved in the development of schools plans though the Governing Council.

Relevant history screening

All staff members have a current Working With Children Check or a DCSI Relevant History Screen. Screening is monitored via the HR System on the Eduportal. During 2020, parents at Melrose Rural Care indicated that they were interested in volunteering as part of the outdoor learning area project. We consulted Departmental requirements for volunteers and as a result we now have an active volunteer group at Melrose Rural Care who have assisted with the outdoor learning area project.

Financial statement

Funding Source	Amount
Grants: State	\$619,191
Grants: Commonwealth	\$0
Parent Contributions	\$3,174
Other	\$2,183

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	Our learning goal for 2022 was 'for all children to progress in their understanding of number, measurement and spatial concepts'. Our Challenge of Practice was 'if we use mathematical language and plan environments, experiences and interactions in response to children's numeracy ideas, children will progress in their understanding of number, measurement and spatial concepts'.	All children have progress in their understanding of number, measurement and spatial concepts. Educators have noticed children's using the three mathematical attributes: size, spatial and quantity and using mathematical language to describe and compare and this is recorded in observations and learning stories. Educator attitudes and capacity regarding mathematics/ numeracy has encouraged all Educators to notice numeracy in play and to extend mathematical thinking when the moment presents. Numeracy provocations and Intentional teaching has been supported by Numeracy resources purchased to support Numeracy learning.
Inclusive Education Support Program	2 children had speech support program Language - 1/2 hour per week Our site received 10 hour a week support for a child attending Kindergarten with additional needs in Term 1 and 2, 8 hours a week in Term 3 and 4.	Improve communication and speech outcomes for both children. Increased educator knowledge and skills to enhance oral language of children through informed practice. Student with additional needs was able to develop her skills and learning to work towards specific goals addressing independence, communication and personal care.
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.