



# Whyalla Stuart Early Childhood Centre Kindergarten



*The Children are at the centre of everything we do*

## Whyalla Stuart Early Childhood Centre Kgtn

### 2022 annual report to the community

Whyalla Stuart Early Childhood Centre Kgtn Number: 6628

Partnership: Whyalla

Signature

Preschool director:

Mrs Anton O'Reilly

Governing council chair:

Kirsty Colbert

Date of endorsement:

10 March 2023



Government  
of South Australia  
Department for Education

## Context and highlights

Whyalla Stuart Early Childhood Centre Kindergarten opened in 1975 and was formally known as Koolangara Kindergarten. We are situated on Barngarla Land. Due to the evolving changes over the years, an amalgamation of Whyalla Stuart Primary School and our Kindergarten occurred, resulting in the current name. The school later moved to the local Stuart High School site, and we remained at ours.

We are situated in the suburb of Whyalla Stuart, and have many diverse families that access our services. Families' backgrounds are from Africa, Egypt and Aboriginal Communities from Deri and Barngarla. We value the knowledge families bring to our service and see them as their child's first teacher. We provide a program informed by the Early Years Framework, that is heavily based on each child's voice. We are an inclusive site and our goal is to have all programs running in conjunction with each other. Critical reflection occurs during staff planning, at staff meetings and within the unfolding of each day. We continually strive for best practice and believe reflection forms a basis for this. We have a commitment to use Podd system, and teach children key word sign throughout the year, to support inclusion of all children.

This year we have managed to be a part of community events, such as the yearly NAIDOC march. We have had end of term events that included a trip to Arid Lands Children's Garden in Port Augusta, local Road Safety Centre and a Fun Day at the Centre. We have also implemented regular excursion to the local library, Coles supermarket for soft plastic recycling and to the Middleback Theatre for the Windmill production "Home".

In the first term we held yarnning times, to build relationships with families and set goals for children, some of which were a part of One Plans. We have successfully utilized our IESP funding for the year, ensuring our support staff were well equipped to manage the needs of particular children.

Preschool Program: Our preschool program offers 15 hours a week, where children attended three full days one week, and on the alternate week, 2 days. This was due to feedback from families and driven by Governing Council to create this change.

Occasional Care: This is offered on Thursday with a morning session and afternoon session. This is run alongside our other programs, and gives children of an earlier age a preschool experience, also acting as a feeder for our future preschool enrolments.

Inclusive Preschool Program: Operating Monday and Tuesday full days, and Wednesday mornings. This provides opportunities for children to grow in their development at an inclusive site, which uses Podd system and key word sign for all children. This program is facilitated by its own teacher and ECW.

Aboriginal Family Literacy Program: Operates 4 full days a week, with children having access to 2 full days of Kindergarten, 12 hours a week. The teacher is employed supplementary to the regular teaching staff, and focuses on the literacy and numeracy needs of the child.

Playgroup: Run on a Friday at our site, for two hours 9am until 11am. Educators run the program on a roster basis, and this year due to COVID restrictions, this has been limited. Term 2 and 3 it was postponed however, we were able to bring it back in term 4, which saw many families attending.

## Governing council report

This year's Governing Council were extremely active in their roles, both within meetings, running fundraisers and helping out at special events, such as the kindy disco pj party, excursion to Arid Lands and the end of year Christmas party.

Fundraising events for this year have included Kyttons Winter Warmer, custom-made drink bottles and the Spring raffle. Total funds raised by Governing Council was \$4000.

Each fundraiser was successful with funds raised being used to purchase monkey bars, outdoor mats and resources for the garden.

Following on with last year's Governing Council project, this year's council completed the kindy garden with a grand opening event. Governing Council members attended along with Maxine, one of the first directors of the site. It was a memorable event.

# Preschool quality improvement planning

This year the focus of our PQIP was based on number sense. Our goal was to extend children's processes around number sense. The challenge of practice was that if we worked in partnership with families and planned to support children's number sense, children would extend their learning processes around number sense. Therefore, our success criteria were based on children demonstrating various numeracy processes such as subitising, using the standard number system, counting, noticing and combining quantities.

Throughout the year, we attended training run by ORBIS focused on Preschool Numeracy. This involved us creating and running an inquiry project that supported our PQIP goal.

We used various experiences in the learning environment which were supported by educators using the vocabulary directly related to the numeracy processes. We had a small focus group of children as the 'control' group which reflected the growth, not only in the above success criteria, but other processes such as trusting the count. We also used this as an opportunity to build family capacities as their child's first educator by using strategies and resources from the Building Numeracy Together program.

Site priorities were to improve parent feedback around all aspects of the service, which have slightly improved. This will continue to be a priority for 2023. Feedback was gathered via Yarning Times with families, informal conversations, phone calls to parents, meetings arranged by families or educators, use of Facebook page, text messages, newsletters and now our EMS SMS notifications. We have particularly received great feedback with the use of emails and the Facebook messenger page.

## Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	41	46	45	45
2020	35	N/A	33	54
2021	42	43	42	44
2022	39	39	41	43

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	82.3%	77.6%	74.9%	74.0%
2020 centre	75.4%		61.3%	66.8%
2021 centre	87.0%	74.2%	83.1%	73.1%
2022 centre	73.6%	70.4%	68.1%	74%
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

Our attendance has certainly grown from previous years. The team has been proactive with supporting families as best as possible to ensure their children attend preschool. This has included, phone calls, emails, home visits as well as providing resources such as food and connections to outside agencies like Mission Australia.

## Destination schools

Feeder Schools (Site number - Name)	2019	2020	2021	2022
625 - Whyalla Stuart Primary School R-6	23.3%	23.1%	10.0%	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

We have 35 children transitioning to school next year:  
 2 children have been accepted into special options. 1 child will be attending Whyalla Special Education Centre and the other will be attending Nicholson Avenue Primary School in the special small class.  
 10 children are attending private schooling (a combination of Sunrise Christian School and Samaritan College).  
 23 children will be attending public schooling: 3 Whyalla Stuart PS, 4 Long Street PS, 3 Whyalla Town PS, 5 Fisk Street PS, 5 Nicholson Avenue PS, 2 Memorial Oval PS, 1 Hincks Avenue PS.

## Family opinion survey summary

### Leadership and Decision Making:

79% of families strongly agreed that they were satisfied with the preschool planning and that there is effective educational leadership within the preschool.

71 % of families strongly agreed the preschool is well organised this year as well as having confidence in how the preschool is managed.

### Quality of Teaching and Learning:

78% of families strongly agree that their child receives high quality teaching at this preschool.

72% strongly agree their child's teachers know what their child can do and what he/she needs to learn, are clearly informed about the learning program and that their child's teachers make learning interesting and enjoyable.

### Relationships and Communication:

87% of families strongly agreed that children from all backgrounds and cultures are treated fairly at this preschool.

80% of families strongly agreed that they feel welcomed at this preschool, and that we assist the development of their child's personal and social skills.

73% of families strongly agreed that the staff always listen to what they have to say about their child's development and needs, they receive helpful information about their child's progress and achievement, and that this preschool provides opportunities to discuss their child's progress.

### Support of Learning:

81% of families strongly agreed that teachers at this preschool treat their child fairly and that we provide a safe and secure environment.

75% strongly agreed that their child has access to quality materials and resources that help him/her to learn and that their child is happy at this preschool this year.

### General Comments:

"My child is very well supported at Kindy. His teachers are very patient and encouraging. Couldn't of picked a better Kindy for him."

"My son has received excellent support from all staff and is always happy and excited to be there."

"The difference between my child's enthusiasm for day care and Kindy shows that this was the right Kindy for him and a hugely beneficial experience."

## Relevant history screening

All staff have current Working with Children Checks, and there are systems in place to notify the leader that screenings are about to expire. Leader has access to portal to support submission of checks to DCSI, check on process, and receive email notification of applications.

## Financial statement

Funding Source	Amount
Grants: State	\$676,977
Grants: Commonwealth	\$0
Parent Contributions	\$8,641
Other	\$4,004

## 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	<p>The site participated in an Orbis full year training focused on numeracy. This included an inquiry project that formed our PQIP for the year. Basing our research on number sense, data was collected via purposeful and intentional learning environment set-ups, which demonstrated growth in dispositions and number concepts, within our small focus group.</p> <p>Working in partnership with Student Support Services, there was an emphasis placed on conversational reading and the booked based concepts. These were implemented throughout term 3 and 4, and continue to be a focus for our PQIP in 2023.</p>	We saw varying increase in children's number sense. Educator understanding of how to support children's number sense was increased, which will continue to better inform practices for all teaching and learning across the site.
Inclusive Education Support Program	Funds used were predominantly to support children in speech and language, followed by social and emotional wellbeing, and some behavior. Small groups and one on one support were identified for individual children, who were assigned support staff. Anecdotal evidence was collected to reflect on this support. A roster was created for children with times/days and focus educator. Children were also supported with other tools of assessing their growth including Developmental screeners, Oral Language screeners and Risk and Management plans.	Children became active participants within their learning community. Transition to school occurred more effectively and smoothly, supporting children to be successful with the beginning of their school journey. One Child One Plan outcomes were achieved or had progress being made towards their goals. Development in the oral language domain improved for those children who had a specialised program.
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.