



# McRitchie Crescent Children's Services Centre

## 2022 annual report to the community

McRitchie Crescent Children's Services Centre Number: 6636

Partnership: Whyalla

Signature

Preschool director:

Miss Lavenia Dadleh

Governing council chair:

Bianca Hosking

Date of endorsement:

9 March 2023



Government  
of South Australia

Department for Education

# Context and highlights

Our Centre offers a Department for Education preschool and occasional care program. Our Centre is a stand-alone site. Our enrolment capacity for 2022 was initially 50 and in Term 3 we had an increase of enrolments of 57 children, which meant that we had an increase to warranted staffing. Design elements include large indoor open spaces, a flow between indoors and outdoor play areas. Children enrolled in Preschool sessions are eligible for 15 hours of preschool per week in the year before they start school. Children attend 15 hours over a fortnight cycle from Monday to Thursday. Aboriginal children and Children in Care are offered enrolment from their third birthday and eligible for 12 hours of preschool, increasing to 15 hours of preschool in the year before they start school, and attend full day's sessions. We have a high percentage of Aboriginal children who access our Preschool at any given time.

Our Occasional Care Program operates every Wednesday 9:00AM - 11:45AM, & Thursday 9:00-11:45AM and is inclusive throughout the sessional Preschool times. It caters up to 8 children per session with children aged 2yrs – 3 years with a 9th spot for an emergency booking.

At McRitchie we have a committed and collaborative early childhood educational staff team that values all children's learning and believe that children are confident and capable in their own learning. We implement the Early Years Learning Framework to highlight children's learning. We adhere to the national regulations through National Quality Standards Framework and reflect on our Preschool Quality Improvement Plan continuously. Educators plan fortnightly which is guided by children's agency, voice, needs and interests. Educators are allocated children that they are responsible for documenting their learning over the year with in-depth knowledge gained about both children's learning and effective pedagogical practices which supports them in writing the end of year Statement of Learning Reports. We also welcome and invite family participation through either volunteering or being on the Centre's Governing Council.

In 2022, some of our focused practices have continued, due to Covid-19 which saw family interviews conducted via phone calls, as well as changing our focus on excursions to bringing our community into the preschool via images, objects and videos.

Highlights for 2022:

- We re-established the garden beds for children to plant fruit and vegetables for tasting experiences and to embed sustainable practices for our Preschool.

- Installation of the new AC unit, upgraded Kitchen and new carpets

- Replenishing of the new bark chip

- We hosted four TAFESA students over the year

- We also had a Work Experience Student from OLHC Samaritan College

- We participated in the Book Making Workshop which lead to Amanda Bartram visiting the Centre to work with children and staff and see Book Making in Action

- We collaborated in the Whyalla preschool's Inclusive Education Support Program - Mapping Tool process with the Department of Education Support Services team

- Successful application of the Review of IESP funding grant

- Book Week – children dressed in their favourite costume

- Spreading Programme

- Pyjama Fun Day

- Easter Fun Day

- Preschool Kindy Photos were done early in Term 3

- Excursion to the Whyalla Road Safety Centre

- We participated in the Whyalla Annual Show Display in Term 3 to showcase what children were learning at McRitchie Kindy

- Whyalla Wide Transition conversations with many of the local Primary Schools begin early Term 4 which led to smooth Transition visits across the town.

It was also a great opportunity for the Reception Teachers to visit children at the centre to get to know the children and gain further information from the educators on each child.

There were 2 days of Whyalla Wide Transition Visits to school in Week 7 of Term 4. Which also gave us the opportunity to invite the 2023 children on these days to do their transition visits at the

# Governing council report

## Chairpersons Report - 2022

This year our Governing Council has consisted of a small but committed group of parents who came together to share ideas, and provide support to the continued upgrade of McRitchie Kindy. Some work included the replenishing of new bark chips in the soft fall areas, the installation of the new AC unit, upgraded kitchen and brand new carpets installed.

2022 has continued to be a challenging year for all with the COVID 19 pandemic impacting many families and opportunities throughout the community. The state wide shut down seen the Centre quickly turn to online learning, with many children enjoying the story time and craft activities. There have been several key highlights through the year at the Centre with families reporting that their children enjoyed having the opportunity to partake in the spreading programme, the road safety excursion, water play day, pyjama day and Christmas tree display etc. The Governing council for 2022 has been a small but committed group who have worked alongside the kindy staff to see the centre continue to go from strength to strength. The Governing Council has been working to promote the kindy throughout the wider community and enrolments for 2023.

The Governing Council would like to thank the staff for their continued hard work as they support our children's development and extend their learning. We would also like to thank our McRitchie families for their cooperation and understanding as we continue to navigate our way through the ever-changing restrictions. We look forward to welcoming new Governing Council members next year.

Kind regards,  
Bianca Hosking  
Governing Council Chairperson

# Preschool quality improvement planning

An overview of McRitchie Crescent CSC improvement plan and priorities and the processes – Goal 1: For children to develop their ability to communicate with purpose and confidence.

Challenge of Practice: if we intentionally support our children's language development through visuals, verbal interactions and text then we will support children to develop their ability to communicate with purpose and confidence.

Success Criteria: Children use more vocabulary; use longer sentences; have longer turn taking conversations; communicate their wants and needs; express and understand ideas/describe/explain. Evidence from Pedagogical documentation demonstrates this.

Children volunteering more information during play experiences.

Children having more confidence to share with others.

Children use visual aids in everyday interactions particularly children with limited verbal language to promote communication and language acquisition.

Children to use more language based on text or multi modal experiences

Action:

1. Preschool Director - Lavenia Dadleh to discuss with DfE Speech Pathologist - Kate O'Daniel to organise Training & Development.

All educators to engage in on how to use the Pragmatic Organisation Dynamic Display (PODD) - A book or device that contains symbols and words to support communication between people with complex communication needs.

Educators to observe all children and document/record individuals communication; needs, interest in the Educator Reflective Journal (EJR).

2. Small groups for conversational reading - vocabulary, extending sentences, Strive for 5 (back & forth) - notice how many times back & forth are happening.

All educators to document/record children's observations in their own booklets

3. Educators to use 'wait' time with children to encourage children to finish communicating before they converse. Educators to challenge their practice to ensure children develop confidence in their communication skills.

4. Family Voice: Family Sharing Book 'Take home worksheets' each Term to promote all family engagement and input- Belonging, Being & Becoming

Term 1: "Getting to know your child" survey and who's in your family?

Term 2: Share your child's interest or talent

Term 3: Share family special events or celebrations

Term 4: Share what your child wants to be when they grow up?

Action success:

We have been on track with the PQIP in particular with actions 1, 3, 4 & 5 and we decided not to do action 2 at this stage. I have seen educators noticing more children are becoming more curious and engaged with the visual tools and the exposure of the PODD and supporting children through the pathways to communicate. The success with the Multimodal Approach and PODD Pathways we will continue to implement next year to support children's confidence to communicate their interests, needs and wants.

## Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	39	45	53	60
2020	52	N/A	50	50
2021	39	39	41	41
2022	45	51	49	53

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	97.3%	98.6%	89.5%	95.9%
2020 centre	87.3%		77.4%	77.3%
2021 centre	95.2%	90.9%	56.7%	86.7%
2022 centre	75.5%	85.1%	66.1%	87%
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 cap was increased from 40 to 50 for 2022. Enrolments have remained consistent over 2022 with numbers for 2023 being steady and we will begin Term 1 with our cap once again increased to 50. In Term 3 we had another increase due to our 56 enrolments.

Attendances previously has been similar to the state average. The attendance was impacted by children being away due to sickness or on family holidays. Most absences were documented in the 'Staff Communication Book' and via our Kindy mobile. At the start of the year we communicated the importance of regular attendance at Kindergarten through newsletters and our Facebook page. It was reiterated that parents/caregivers contact the kindy if they have a planned absence, or if their child is sick.

## Destination schools

Feeder Schools (Site number - Name)	2019	2020	2021	2022
479 - Memorial Oval Primary School	18.2%	17.1%	30.0%	42.9%
677 - Nicolson Avenue Primary School	9.1%	14.6%	13.3%	28.6%
8017 - Sunrise Christian School Whyalla	0.0%	2.4%	3.3%	14.3%
625 - Whyalla Stuart Primary School R-6	6.1%	2.4%	6.7%	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

We have had 40 graduating children who will enter our local Primary Schools and the main feeder schools for McRitchie Crescent Children's Services Centre in 2022, are Memorial Oval Primary School and Nicolson Avenue Primary School. This is the first year that we have no children going to Long Street Primary School.



## Family opinion survey summary

Preschool Parent Opinion Surveys were given out to 25 Families of children transitioning to school 2022. Approximately 12 POS were returned and the general consensus from parent's perspectives was: Strongly Agree in all areas, Agree, a few were neutral & a few Disagree. Our survey results were from 12/25. The Preschool Family Opinions survey has for 4 sections, which are:

1. Leadership and Decision Making
2. Quality of Teaching and Learning
3. Relationships and Communication
4. Support for Learning

### Quality of Teaching and Learning

Question: Do you have any comments you would like to make about the quality of teaching and learning at your child's preschool?

Parent perspective responses: 1. Would like to know more about how much learning the children do vs playing; 2. I am glad the learning environment is structured more around play & wellbeing than academics, but appreciated my child is learning academically too. 3. Like to know more about the curriculum and the learning that my child is doing.

### Support of Learning

Question: Do you have any comments you would like to make about student support at your child's preschool?

Comments: Teachers support my child's needs and provided my family with advice during my child's time at this Kindy.

Parent responses: My child is happy and well supported. If my child was behind in anything I'd like to know so they can get the support needed. The teachers consider appropriate activities and experiences to accommodate individual children's needs and interests.

### Relationships & Communication:

Question: Do you have any comments you would like to make about relationships and communication at your child's preschool?

Parent responses: I feel very welcomed and at home with my child's preschool. Since starting at McRitchie, my child has been able to create relationships with the teachers and made friendships. The teachers are inclusive of all cultures and accommodate my child and my family's needs accordingly.

### Leadership and Decision Making

Again it was highlighted by parents that due to COVID it was hard not being able to enter the kindy on a daily basis.

However educators ensured that communication occurred on a daily basis. They also noted that because of the restrictions it was difficult to gauge how the preschool is managed. They saw growth in their children and commented highly on the support that their children received to support their development and learning areas.

### Recommendations for 2023

1. Continue to develop effective communication processes with families
2. Develop strategies to involve families in the preschool daily operations and management, increase Governing Council members
3. Develop strategies to inform

## Relevant history screening

Records show that all educators are compliant with their criminal history screening checks at the end of 2022. Educators receive emails when their screening is required to be updated and proceed to comply. The Preschool Director monitors the checks to ensure that this process is checked annually. When new staff or volunteers become available to the Centre, the Preschool Director ensures that they provide the Centre with a copy of their checks.

## Financial statement

Funding Source	Amount
Grants: State	\$54,542,483
Grants: Commonwealth	\$0
Parent Contributions	\$12,915
Other	\$0

## 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>We participated in professional development with the Book Making in Action to support children's literacy knowledge and skills.</p> <p>Educators attended relevant training &amp; development</p> <p>Purchased resources and materials for children's learning experiences.</p> <p>Creating "learning pockets in the indoor and outdoor environments using natural materials &amp; resources to invite children's curiosity and engagement.</p> <p>Employed focus Teacher to work with small groups of Aboriginal 3-year-olds on Numeracy &amp; Literacy knowledge &amp; skills.</p>	<p>Evident in the environment, child observations, learning stories, observations, portfolios etc.</p> <p>Language and vocabulary increased as well as literacy concept knowledge.</p> <p>Positive educator and child relationships established</p>
Inclusive Education Support Program	<p>Collaborative and ongoing work with DfE Support Services to support IESP Mapping Tool process.</p> <p>Regular discussions occurred with SSS and families. The preschool successfully went through a Review IESP process to receive additional funding to support children after the SSS consultations.</p> <p>Inclusive Education Support Program – ECW (educators) support children's engagement in the learning environment as well as working on their specific individual program (Rainbow Planners - SMARTAR goals &amp; One Child One Plan)</p> <p>Oral Language Program strategy - staff engaged in Professional learning to support them in developing &amp; reinforcing strategies.</p> <p>Educator</p>	<p>Children were supported who were on Speech &amp; Language Programs which saw significant improvements.</p> <p>Increased receptive &amp; expressive language skills.</p> <p>Increased strategies on how to deal or manage their own Social/Emotional regulation &amp; behaviour.</p> <p>Increased independent skills gained and more children's confidence abilities grew.</p>
Improved outcomes for non-English speaking children who received bilingual support	<p>McRitchie Crescent Children's Services Centre received Bilingual funding in 2022 to support our Filipino, Aboriginal and Chinese children.</p> <p>Funding was used to employ ECW's to support our ESL children to develop positive relationships, engage in the educational experiences and to implement strategies to promote communication through the use of visual aids and exposure to experiences.</p>	<p>Educators were employed to support children with an additional language. Focus to build trusting and positive relationships and supporting them with visuals to transition across the preschool activities with confidence.</p>

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