



Norrie Stuart Childhood Services Centre

2022 annual report to the community

Norrie Stuart Childhood Services Centre Number: 6645

Partnership: Whyalla

Signature

Preschool director:

Mrs Tracey French

Governing council chair:

Sharna Hoffman

Date of endorsement:

9 March 2023



Government
of South Australia
Department for Education

Context and highlights

Norrie Stuart Childhood Services Centre is a stand alone category two preschool and is a part time centre which offers kindergarten sessions and occasional care sessions. The centre operates as per Department for Education school terms. The preschool is centrally located in the township of Whyalla, (400km from Adelaide) which is in a settled area surrounded by mainly privately owned homes. In 2022 the centre began the year with 28 enrolments and finished the year with 29 enrolments. The demographic of the children enrolled included 6% Aboriginal or Torres Strait Islander heritage, 10% Children in Care, 17% additional needs including speech and language and 41% of the children had cultural connections around the world. The staff at Norrie Stuart Childhood Services Centre have been consistent for many years, however there was a change in the teacher position from Term 4 due to the previous teacher relocating to Adelaide. The Director has worked at the site since 2012, the teacher for a total of 6 years and an ECW2 for 16 years. The Occasional care worker has also been employed at the centre since 2012. Another ECW/Support worker has had an association with the centre for 14 years.

Highlights for the centre in 2022 included, staff engaging in professional training and development around the Numeracy Learning Processes, as will be explained further in the Preschool Quality Improvement Plan section. Educators have also consolidated processes for assessment and reporting to families.

It has been great that with some ease to restrictions due to COVID, we have been able to reconnect with the community this year and participate in both incursions and excursions. An important aspect of this has been the ability to re-establish and strengthen our links with the local primary school to implement the transition and continuity of learning process. We were also able to welcome visitors on site for Pamper Day, Bloke's Day, family night and graduation ceremony. We have been delighted to see our front landscaping area blossom and bloom which has created a really welcoming and inviting impression for families and visitors.

Governing council report

Governing Council Chairperson's report written by Sharna Hoffman.

In term 1, 2022, our Governing Council was formed with 12 members. Although Covid was still a concern this year, we were able to hold our Pamper day, Blokes day and Family night. Other events and activities included the Whyalla show display, Book Week dress up, 2 visits to the Middleback Theatre for the performances "Home" and "Hiccup," a visit to Long st for "Wipe Out Waste," the Kindy disco, Harmony Day and Naidoc week celebrations. Successful fundraisers were ran throughout the year; the Eyre schnitzel night, Easter raffle, Christmas raffle, 2 Kyttons fundraisers, the bread bag collection, and family portrait photography.

The end of term 3 saw a change in staff, as we said goodbye to Amy Boundy and welcomed Kristy O'Keefe to the centre.

During the year some changes for next year were discussed. Starting January 2023 preschool hours will be Tuesday and Wednesday 9-3, and Thursday 9-12. Fees will increase for the first time in 10 years, from \$50 per term to \$60 per term.

Enrolments for 2023 currently have the centre at full capacity with a 10% buffer for in-catchment walk-ins.

It has been a pleasure to be a part of the Governing Council in 2022. Once again, all of the staff have done an incredible job in teaching, nurturing and preparing the preschool and occasional care children for the next stage in their education.

Preschool quality improvement planning

The Preschool Quality Improvement Plan at Norrie Stuart Childhood Services Centre for 2022 has built on from our achievements and growth in 2021. In 2021 the goal was for children to become increasingly numerate learners and more specifically using the Preschool Numeracy Indicators, the focus was on the "I measure and compare my world" quadrant. In 2022, Educators at the site completed a self review and identified that to enable practices, methodologies and the environment to become more embedded for Numeracy learning, they needed to upskill in the area of the learning processes, which are responsive across all quadrants of the Preschool Numeracy Indicators. To achieve this goal, educators engaged in some training and development lead through a facilitator from the Primary Maths Association. There were some light bulb moments had during this training and the following disciplined dialogue around the common understanding and acknowledgment that not all the learning processes were in fact observable in children's play, regardless of intentional provocations. In fact, many learning processes rely heavily on the child educator interactions, with focused questioning to ascertain what the child is thinking and understanding and additionally, the child being able to articulate this. After the initial professional training, educators felt that the ambition to undertake Numeracy and Literacy learning processes work would be unachievable and time would be more suitably spent focusing solely on the Numeracy learning processes. The second action implemented was for the educators to document every individual child's learning on a "learning processes" data collection sheet. Each child was tracked and monitored for growth within the learning processes. The third action centred around collaborative analysis of children's play with a focus on the learning processes. Educators engaged in disciplined dialogue and critical reflection to analysis pedagogical documentation based on what may be seen and heard during children's play that reflects the numeracy learning processes. The fourth action implemented was to deliver provocations based on specific learning processes. This action saw the biggest impact on children's learning as educators were able to collaboratively program provocations for selected learning processes. The most impactful action however, was the intentional questioning for play experiences, that educators developed to scaffold interactions between children and teachers which focused on opportunities to gather data on mathematical thinking learning processes such as visualizing, generalizing and reasoning. By the years end, both educators and children were much more familiar with and working within all nine Numeracy learning processes.

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	26	26	26	28
2020	30	N/A	30	31
2021	26	26	25	25
2022	27	27	28	29

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	92.6%	92.2%	92.2%	88.8%
2020 centre	91.6%		84.5%	87.4%
2021 centre	92.6%	91.1%	89.9%	86.3%
2022 centre	98.5%	83.1%	70.6%	99%
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

Over the year and each term, the attendance percentage for the data collection period is higher than the actual average for that term. The average for Term 1 was 82%, Term 2 79%, Term 3 79% and Term 4 87%, which is similar to the state average. Overall, the clientele in 2022 have been consistent attenders with the majority of absenteeism being notified to the centre. The centre has had some positive cases of COVID throughout the year. This has resulted in families expressing concern and exercising their vigilance and responsibilities with keeping children home that were showing cold and flu symptoms. Staff build strong relationships with children and families to create a sense of belonging and security. Families are supported with accessing Immunisation History Statements for their child which are mandatory for enrolment and attendance at the site. Follow up phone calls are made with families of children that have not arrived or notified of their child's absence for the day. Promotional materials are also sent home with all families, stressing the importance of EVERY DAY COUNTS. We also have an attendance poster up near the back door which indicates the % of attendance for the week.

Destination schools

Feeder Schools (Site number - Name)	2019	2020	2021	2022
1133 - Long Street Primary School	68.0%	28.6%	4.4%	41.2%
479 - Memorial Oval Primary School	8.0%	10.7%	13.0%	5.9%
8017 - Sunrise Christian School Whyalla	8.0%	21.4%	21.7%	5.9%
478 - Whyalla Town Primary School	16.0%	32.1%	30.4%	47.1%

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

In 2022, of the 25 children transitioning to primary school, 44% enrolled at Whyalla Town Primary School and 32% transitioned to a non-government school. Of the 24% remaining children, a sprinkling enrolled across a variety of other government primary schools. Strong links between Norrie Stuart Childhood Services Centre and Long Street Primary School exist and part of this association entails visits to the school throughout the year. These visits were partially impacted at the start of the year due to COVID, however with modifications, we were able to resume our fortnightly visits to the school.

Family opinion survey summary

In 2022, only 3 surveys were completed online despite access to computers and/or paper copies being made available to families. Given the very small sample size, it is difficult to analyse the survey findings with any great reliability of being representative of the entire preschool community.

Relevant history screening

All staff at the centre have a current relevant Working With Children Check. We have a spreadsheet which is updated when individual staff apply for and receive their documentation of being not prohibited from working with children. The Director enters this into the HR system and a copy of documentation is stored on site in the employee's file. Usually 3 months prior, staff members and the Director receive a reminder email that their current check is close to expiring. All 3rd party employees are also asked for a copy of their current Working With Children Check and this is also recorded on the spreadsheet.

Financial statement

Funding Source	Amount
Grants: State	\$316,977
Grants: Commonwealth	\$0
Parent Contributions	\$5,638
Other	\$11,987

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	All educators engaged in professional training and development conducted by a professor from the Primary Maths Association. The training focussed on the Numeracy Learning processes. Resources were purchased to support the teaching and learning in this area.	The training was successful with an increased knowledge of educators on the numeracy learning processes. Educators were able to observe, identify and challenge and develop these skills.
Inclusive Education Support Program	<p>The site was funded for seven and a half hours per week for terms 1 and 2 and 7 hours per week for terms 3 and 4 to support the speech and language development of children. A support worker was employed to implement specific programs for identified children whilst all educators implement embedded teaching methodologies based on sound oral language strategies.</p> <p>The site was also successful in applying for some IESP funding for an occasional care enrolment. This money was used to employ an ECW to work 1-1 for 3 hours a week that the child attended occasional care.</p>	<p>Many children have achieved their goals and have been working toward their next goals set for speech development.</p> <p>This child was supported to successfully access an education setting.</p>
Improved outcomes for non-English speaking children who received bilingual support	Nil funding was received in 2022	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.