

Win Newby Kindergarten

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2022 annual report to the community

Win Newby Kindergarten Number: 6676

Partnership: Whyalla

Signature

Preschool director:

Mrs Candice Clark

Governing council chair:

Sarah Rudd

Date of endorsement:

15 December 2022



Government
of South Australia
Department for Education

Context and highlights

2022 saw a reduction in capacity for our site, which is the lowest it's been in a long time, at 44 children. This also meant that we had supernumerary educators, so while our ratio was 2 educators to 22 children, we had 3 educators, which enabled more quality supervision for our large outdoor space. We began the year at capacity of 44. With an increase in staffing cap in term 2, we were able to increase our cap and by May we had 46 children. By mid-year we had 4 children move onto school in the private sector, however continued to gain enrolments throughout the year. We finished the year with 47 enrolments, of those 47, 42 are moving onto school and 5 will remain at our site for 2023. Our highlights have included using Kimochi's and Rhythm and Movement for Self-Regulation (RAMSR) to understand, support and promote our feelings, and how rhythm and movement experiences can support shared sustained thinking and executive functioning and self-regulation, which helped shape our improvement planning. We explored ideas of literacy and environmental print and this was extended through connecting with our community and going on a bus trip to see the signs and symbols of Whyalla and finish this off at the Road Safety Centre to put knowledge and skills into action using bikes. Our learners engaged in a PJ and movie night, Kindy Disco as well as celebrate International Mud Day by wearing suits and getting very muddy. We participated in the Whyalla Christmas Pageant where we showcased our environmental print learning by having a 'signs and symbols' float where children held relevant signs. To finish off a wonderful year we had a graduation for each group, attending by families where children were presented with certificates and families were showcased with a performance of much loved favourite kindy songs and dances.

Governing council report

2022 saw some new and familiar faces on the GC, many members returning to Win Newby. A great team communicating and working together, in particular fundraising. Starting with the Easter raffle, followed by the online auction. With the generosity of the community through donations and bids the online Auction was a huge success. The much-loved tea towels and USB's were once again available for families to purchase. As Covid restrictions eased families were welcomed on site to share the children's learning space. The veranda extension has provided a larger sun safe and weatherproof space for children and families. We had the Christmas pageant return this year which was a highlight for those involved and those who saw the Win Newby float go by full of kindy friends. I would like to mention a special thanks to Candice and on behalf of the GC we wish her luck on the new venture. Win Newby children and families will miss you dearly.

Preschool quality improvement planning

Our focus was on social emotional development where children can be supported to strengthen their social functioning and interactions through experiencing happiness and satisfaction. Educator practice included becoming better noticers of children emotional states and being intentional around strengthening relationships and being responsive to children who may need additional support as they navigate their feelings and emotions in a positive way. The data has shown that significant improvements have been made for each focus child in the wellbeing domains. This includes happiness and satisfaction, successful social functioning and increasing wellbeing dispositions. We can see that the group of children know who they are and how they belong to the our kindy community, they have made connections with others through developing and maintaining positive relationships, are able to cooperate and contribute to shared experiences in a respectful and diverse way. Yes, our goal was met. Our educators were purposeful in their approach to noticing children's social and emotional wellbeing and identifying our cohort of children who needed support and scaffolding to increase these skills. Our educators were strategic in planning experiences for this group that enabled the strengthening of social and emotional functioning. Relationships between educators and learners were crucial in this process. Practice and pedagogy was driven by professional learning that supported social and emotional regulation as well as looking at what the latest research tells us about the developing social and emotional child. Absence due to illness and family circumstances had an impact on successful planning and scaffolding of experiences for these children at particular times, however the skills and disposition that these children have shown growth in and hasn't shown significant impact on overall success. We will continue to focus on children's social and emotional wellbeing with a more emphasis relating to wellbeing dispositions such as resilience, confidence and perseverance. Educators to use the new preschool resources to support educator growth and building capacity to support children's social and emotional wellbeing. Educators to look at intentional teaching and how we maximise impact for shared sustained thinking.

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	65	66	65	65
2020	74	N/A	72	75
2021	61	62	61	62
2022	44	44	45	48

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	95.3%	88.6%	89.2%	90.0%
2020 centre	93.2%		91.3%	89.6%
2021 centre	91.4%	75.3%	85.2%	87.9%
2022 centre	95.5%	87.5%	82.6%	84.4%
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

This year saw a reduction in enrolments and this is a reflection of what was happening in our town four years prior to this year – when Arrium Steelworks (the heart of Whyalla employment) went into receivership. As a result, family planning was put on hold and our numbers were capped at 44 children. We began 2022 at capacity and by March needed an increase in staff as we had more enrolments present. Our preschool attendance continues to be consistent and children who are absent, families will notify whether this is due to sickness (including Covid) or whether families were in Adelaide for medical appointments or on family holidays. In the data collection period our attendance for term 1 was 95.5% compared to the state which was 84.9%. Term 2 was 87.5% which is an increase from term 2 last year. Term 3 decreased to 82.6% compared to the state being 80.3%. This is certainly not a reflection of most of the term, as this was around the low to mid 90%. In term 4 our attendance was at 84.4% which is on the increase.

Destination schools

Feeder Schools (Site number - Name)	2019	2020	2021	2022
479 - Memorial Oval Primary School	18.9%	22.5%	33.3%	26.9%
677 - Nicolson Avenue Primary School	26.4%	21.1%	23.8%	11.5%
9086 - Samaritan College - St Teresa's Cps	13.2%	7.0%	2.4%	7.7%
8017 - Sunrise Christian School Whyalla	5.7%	4.2%	7.1%	3.9%
478 - Whyalla Town Primary School	28.3%	42.3%	28.6%	50.0%

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

Here is a summary of our destination schools: Almost half of our cohort of children will be attending Whyalla Town Primary School – 45.3%. This continues to be the upward trend for children at our site. Most of this cohort have older siblings and for some it is the first child attending. Memorial Oval Primary School – 14.3% along with the same for Nicolson Avenue Primary School – 14.3%. We also have children who attend local private schools and these are Samaritan College (St Teresa's Campus – 14.3%) and (Our Lady Help of Christians – 2.4%) and Sunrise Christian School – 2.4%. We have 2.4% not enrolling in any of our Whyalla schools, due to traveling the country in 2023. We continue to consistently have children attend Whyalla Town Primary, Memorial Oval Primary, Nicolson Avenue Primary and Samaritan College.

Family opinion survey summary

The participation rates in our parent surveys this year was pretty disappointing. At the time when the survey was shared, we had 45 children attending our site with a participation rate of only 12. The results were as follows: Quality of Teaching: We had 12 respondents for this section. 83% strongly agreed that they think their child receives high quality teaching and 67% strongly agree that they are satisfied with the learning programs offered. This section had 4 comments which were highly positive, including: "I am very happy with the quality of teaching and learning at Win Newby. The teachers know my child, let me know what she is learning and how she is progressing and my child loves going. My child lets me know what she is learning and she talks fondly of her teachers." Support of Learning: Out of the 12 respondents, 92% strongly agreed that their child is happy at this preschool and 67% strongly agreed that their child would receive support when needed, teacher provide support and help when needed and their child is motivated to learn at this kindy. Relationships and Communication: We had 11 respondents for this section. 64% strongly agreed that they feel welcome at the preschool and that the preschool assists the development of their child's personal and social skills. We do have a broad way that we communicate in order to cater for all family types. The main source of information is the fortnightly newsletter and Facebook page. We have also been deliberate in leaving children's learning portfolios outside for families to access, as they are encouraged to continue to wait outside the building while Covid is still around. We have noticed that families have been accessing these with their child – which is another way they are finding out what they are learning. Our educators also try and be present to speak with families at all times. Leadership and Decision Making: We had 11 respondents for this section. 55% strongly agree that the preschool is well organised, they have confidence in how it is managed and that there is effective leadership. What was interesting was that 27% answered neutral to them being given opportunities to be involved in preschool educational activities – and this was because of the Covid situation and families had limited access to our site. A general comment from a parent included "my child loves Win Newby Kindy and I can see his learning skills improving with many new skills shining through."

Relevant history screening

All early years educators that were employed, had the relevant screenings required. Any student (TAFE and University) were required to present this when requesting a placement. Our one volunteer who coordinates playgroup is also an early years educator with Family Day Care, therefore has up to date Working with Children check. Our Governing Council members did not need relevant screenings, however they completed the RAN training for volunteers online at the beginning of the year.

Financial statement

Funding Source	Amount
Grants: State	\$431,183
Grants: Commonwealth	\$0
Parent Contributions	\$11,365
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>Literacy – Training and development to build educator capacity was centred children being ‘writers’ through Bookmaking professional learning.</p> <p>Numeracy – Training and development to build educator capacity around shared sustained thinking, executive function and self-regulation through RAMSR training.</p>	<p>Literacy – Children seeing themselves as writers and experimenting in their own bookmaking at varying different levels, using different techniques of writing and illustrating.</p> <p>Numeracy – The use of music was seen as important in achieving these outcomes, including how rhythm and movement enables growth in cognitive function which supports stretch in numeracy learning. Observing children at numeracy provocations showed an increase in participation and confidence to engage in these experiences, rather than avoid them.</p>
Inclusive Education Support Program	To provide adjustments for children who were identified in the Preschool Mapping Process, whether it be Supplementary or Substantial adjustments. This included completing the relevant screenings on individual children that focused on various areas of development.	Children making progress in skill areas that were identified and being able to participate in the preschool learning program independently due to the strategies and support that was implemented.
Improved outcomes for non-English speaking children who received bilingual support	NA	NA

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