



Wudinna RSL Memorial Kindergarten

2022 annual report to the community

Wudinna RSL Memorial Kindergarten Number: 6680

Partnership: Central Eyre 1

Signature

Preschool director:

Mrs Beck Sampson

Governing council chair:

Ellen Hardy

Date of endorsement:

7 February 2023



Government
of South Australia
Department for Education

Context and highlights

In 2022, Wudinna Kindergarten's sessions were offered over two full days on a Tuesday and Thursday from 8:25 – 3:35pm. Our pupil free days were held on non-Kindy days minimizing the impact on working parents and to make up our 600 hours of preschool.

We had 16 children enrolled at the kindy and 7 children came to kindergarten via school bus.

We were allocated a 0.7 Director/0.6 teacher after a late enrolment. Our teacher was new to the Preschool teacher role, as was the ECW so establishing a shared philosophy of learning was important. We worked with Educational Consultant "Jane Lemon" through the philosophy review.

We will welcome 11 children into our preschool program in 2023 - All had attended our Occasional Care program. This

previous experience supports continuity of learning between programs, ensured smooth transition visits as children and families were familiar with our learning environment and routines.

* Our PASM data saw all Preschool children moving forward in at least 2 domains from their baseline data.

* We remained agile around COVID expectations. Though face-to-face opportunities to connect with families were reduced early in 2022, we maintained strong relationships through various communication means and offered targeted opportunities for families to be involved in our program including a family day at scrub kindy.

Our major car raffle in 2021 funded the building of a deck and two permanent shade structures along with a "Variety" and "FRRR grant". This was built over the school holidays and provided a wealth of play and learning opportunities in 2022.

Governing council report

We welcomed Lucy Schultz, Jess Parsons, and Fiona Simpson to the staffing in 2022 and Beck Sampson's position as Director, was renewed.

Despite a delayed start, Covid restrictions did ease this year. This meant more family involvement than previous years, with our Family Day being a highlight. Parents/grandparents visited and worked with their children on "playing projects" including woodwork, jewellery making etc. Parents also helped around the Kindy site, as part of a "busy-bee".

Our Annual Facebook Auction was another success, raising \$8,102.00. We also held coffee stalls at football, ran a Picture Plate Fundraiser and Personalised Hat Fundraiser. Bec Smart was also generous in hosting a Photoshoot Fundraiser, donating \$100 per booking to the Kindy.

In total, we raised \$14,678 through fundraising and these funds will go towards improving the learning environment by replacing a shade which will provide cover over the swings.

Students were excited to celebrate their year at kindy and perform the End of year performance on the new decking area. Students joined kindy tradition and added their painted handprint to the wall before receiving their certificate and saying farewell. To limit numbers, only two family members were invited per students, to ensure students didn't feel overwhelmed by the size of the audience. The concert was live-streamed for extended family members.

A paver fundraiser is in process, with members of the community being invited to purchase a personalised paver with their name and/or a picture. This is to commemorate the community involvement in kindy over the years while making the path safe for people to enter.

As for 2023, Occasional Care will run on Wednesday's as a trial for Term 1. Kindy fees will also be increasing by \$90 /per term, which is the first increase in 5 years. 2023 also brings the new mid-term intake, which will hopefully be well received.

I am sure 2023 will be another successful year for the Wudinna Kindy.

Preschool quality improvement planning

Our 2022 PQIP goal was:

To: Increase children's expression of sophisticated mathematical thinking both verbally and non-verbally

Our Challenge of practice was:

If we intentionally teach, use strategic questioning and model productive struggle then we will Increase children's expression of sophisticated mathematical thinking both verbally and non-verbally.

and our success criteria:

Children will:

*Express their mathematical thinking both verbally and non-verbally

* Share their ideas when problem solving with others

* Ask questions to build their understanding

Evidenced through ongoing analysis of our Pedagogical Documentation.

A consistent approach to Pedagogical Documentation, formative assessment enabled us to engage in critical reflection of teaching and learning.

Through collaborative analysis of the video transcripts, we noticed what each child "knew, could do and understood". We also noted how they responded to educator questioning. Educator engagement (questioning) was also documented. – when reflecting on educator questioning we noticed and discussed the questions asked to provoke thinking. We then considered how we might relaunch the experience, providing additional responsive, intentional teaching.

Though initially this process was challenging, educator confidence grew over time – and questions became more strategic, and responsive which meant thinking for children became more visible.

The growth in vocabulary of children became evident with more sophisticated verbal language being used as the year progressed. We could also see evidence of growth in children's dispositions when asked challenging questions. Children were reasoning with more confidence and conversations were extended. We also saw children asking more questions - to educators and to peers. When a problem solving task presented itself, Educators were supporting children with opportunities to express their ideas and scaffolding the problem solving process.

We were supported in our improvement by Consultant - Jane Lemon from Citron Consultancy. Jane provided training and development on mathematical concept development, intentional teaching and questioning. She lead robust discussions about educator engagement in play, acting as a critical friend to challenge and grow our thinking, understandings and practice.

NQS priorities:

To observe and critically reflecting on effectiveness of our routines and transition points. How can we maximise learning during these times?

We observed and made several changes to our routine and transition points in response to our observations and reflections. These include introducing an ongoing fruit time, and setting up a kindy cafe space to eat fruit.

To develop clear roles and responsibilities across the site to support effective decision-making and operation of the service.

This priority was crucial in inducting the new educators into our site. As the year progressed procedures strengthened and we have started 2023 with clear understandings of roles and responsibilities.

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	12	12	13	13
2020	17	17	15	17
2021	16	17	17	16
2022	15	16	16	16

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	89.6%	93.8%	89.1%	94.2%
2020 centre	91.2%	86.8%	87.8%	89.7%
2021 centre	98.4%	89.4%	94.1%	79.7%
2022 centre	91.7%	65.6%	75.0%	88%
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

Attendance data looks reasonable given the impact of Covid. In term 2 we had an outbreak of Covid which impacted our attendance significantly.

Destination schools

Feeder Schools (Site number - Name)	2019	2020	2021	2022
765 - Wudinna Area School	100.0%	100.0%	100.0%	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

100% of the children attending in 2022 went on to enrol at Wudinna Area School.

Family opinion survey summary

This year we decided to send home a paper version of the survey to see if we could get more participants. Seven out of 16 families completed the survey. In most areas at least 6/7 parents strongly believed the statements provided.

Positive comments include:

Quality Teaching and learning:

*The kindy learning environment is well set up and offers many experiences for every child. I like how they send home the different areas you are going to look at throughout the term.

*Very transparent learning and they know children well.

Support of learning:

* additional support is provided when needed even if it is only short term.

* At the start of the year my daughter was a bit unsure about kindy, but staff were able to be there and work through with her how they make things better. From this my child loves kindy now.

* Wudinna Kindy is very flexible and accommodating with the learning program with a focus on play based learning. This means all the kids are engaged, having fun and learning support is provided when needed.

Relationships and Communication:

I believe we are very well informed about how our child is doing at kindy. I like how you send their folders home at the end of every term. It shows us where they are at and the growth they have built along the way.

Information is communicated regularly and consistently.

We love the way staff at Wudinna Kindy document our child's learning and communicate this through the Learning Journey Folder. Staff at Wudinna Kindy are welcoming and encourage parents to be involved and communicate frequently.

Leadership and decision making:

* I believe the kindy is run very well and I believe they are always looking at how to make kindy better. I think the Governing Council is a way to put forward ideas or different ways we can strive to improve our kindy.

We are fortunate to have a long serving kindy director who is passionate about her role. The leadership at Wudinna Kindy is exceptional.

Though most of the responses were either agree or strongly agree, a higher number of participants chose agree to the following statements than in previous years:

The preschool seeks parents opinion about educational programs

Parents are invited to make decisions about their child's education

the preschool include parents and community in decision making.

It will be important in 2023 that we reflect on these areas and aim for improvement. We only had a small Governing Council in 2022 so trying to canvas support of Governing Council in 2023 may help. We could look to ask further feedback throughout the year about each child's individual learning goals and strategies.

Relevant history screening

Rebecca Sampson - Teachers Registration renewed including DHS requirements until Jan 2024

Lucy Schultz - Teachers Registration renewed including DHS requirements until January 2027

Jessica Parsons - ECW - Working with Children check renewed on 30 April 20

Alanna Barns - renewed - Working with Children Check renewed on 8 October 2020

Financial statement

Funding Source	Amount
Grants: State	\$250,821
Grants: Commonwealth	\$0
Parent Contributions	\$5,355
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	N/A	N/A
Inclusive Education Support Program	We used the funding to employ an ECW to carry out Preschool Support for two children.	Outcome achieved: Children have are effective communicators. Our data indicates improvements for both children in their ability to be understood by others.
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.