



Wallaroo Preschool Centre

2020 annual report to the community

Wallaroo Preschool Centre Number: 6640

Partnership: Northern Yorke

Signature

Preschool director:

Mrs Belinda Petherick

Governing council chair:

Mrs Chelsea Donald

Date of endorsement:

17 February 2021



Government
of South Australia
Department for Education

Context and highlights

During 2020 Wallaroo Preschool offered 15 hours of preschool over a fortnightly program with children attending two six hour days one week and three six hour days the next. This provided children with the opportunity to develop relationships with all other children at our site across the fortnight, whilst also allowing us to continue to offer Playgroup to the local community each Friday morning.

Our educators for the year consisted of Ashleigh as Director, Annie, Belinda and Caroline working part time in our teacher position, Bronwyn as our ECW each day and Claire was our Preschool Support Worker. Alison Rogers filled our additional ECW position and regular relievers have been an asset to our preschool team. During term 4 Ashleigh went on maternity leave and the position of director was filled by Belinda Petherick with Caroline Ayoub increasing her teaching hours.

We purposefully set our learning spaces up using a variety of furnishings to support children to feel safe and secure at preschool, ensuring our displays were relevant to the children and reflected their learning journeys.

COVID-19 impacted much of our extended learning opportunities, stopping Beach Kindy and reducing our experiences visiting local and significant community places. We were able to recommence Beach Kindy in term 4 which connected us with our local community and natural spaces. We are excited to continue this throughout 2021. Another highlight was our visit to Bowman Park for children to learn in natural spaces, reflecting our philosophy and pedagogy.

We were fortunate to have engaged families who supported our preschool in a variety of ways throughout the year including attending excursions and local walks, joining Governing Council, supporting fundraising events and being interested and involved with their children's learning. We thank you all for your valuable time and effort throughout the year, it is very much appreciated!

Governing council report

The 2020 Governing Council consisted of Chelsea Donald (Chairperson), Gemma O'Brien (Vice-Chairperson), Sarah Clifford (Secretary), Lena Appleton (Treasurer), Agatka Murphy (Fundraising Coordinator), Sarah Clifford (Playgroup Coordinator), Kelly Richardson and Crystal Bingham.

This year the Governing Council collaborated around the restrictions in place throughout the year but were still able to help with making choices for the Preschool by giving feedback about policy reviews, monitoring the budget, coming up with and implementing fundraising events and assisting in selling Preschool uniform to the incoming 2020 families at their transition visits.

Fundraising this year has again been a great achievement for the Governing Council. This year we decided to keep our fundraising quite minimal due to the impact of the pandemic but we were still able to achieve our fundraising events including a Preschool disco, Preschool photos, PictureProducts and along with our very successful bottles & cans recycling collections. We raised \$1348 to go towards resources and upgrades for the Preschool.

Our 'Volunteering Award for Outstanding Service' was this year awarded to Scott Murphy who was the main organizer of our recycling project. Scott contributed a lot of personal time and without his help & effort the project would not have been able to run so smoothly and raise significant funds.

We had a wonderful group of committed parents on the 2020 Governing Council. Thank you to everyone for their time, commitment and support they showed for Wallaroo Preschool Centre.

Chelsea Donald
Chairperson 2020

Improvement planning - review and evaluate

Each year we update our Quality Improvement Plan to reflect our current improvement priorities for the site.

2020 Improvement Priority: Children will build upon their ability to analyse, read and organise data in their world.

Challenge of practice: If our educators increase their knowledge and ability to identify and plan for children's use of data then we will strengthen children's understanding and use of data in their world.

Actions: Educators will engage in professional learning including reading and critically reflecting as a team fortnightly at each staff meeting to increase our understanding of children's data use. From this we will implement one new strategy to increase children's use of data. We will reflect on our practice and provide evidence of how the strategy worked. Once tweaked or embedded the cycle will continue by trying another strategy.

As part of our cycle of planning educators will critically reflect on evidence of children's learning to specifically identify children's use of data and intentionally plan to provide further data learning opportunities for children.

Success criteria: Children will show increasing use of and engagement with data within their world as educators are increasing their ability to identify and plan for rich experiences, resources and intentional teaching moments to support data learning opportunities. This will be evident through our formative assessment practices; Pedagogical documentation will show an increased use of data because educators have developed a deeper insight on what data looks like within children's learning; Families will acknowledge their child's growth and engagement with data learning opportunities through their feedback and reflection provided to educators.

What progress have we made?

Educators are noticing children using language representing their use and understanding of data learning in our preschool. This is evident in our formative assessment practices such as learning stories and daily observations; Pedagogical documentation is showing an increased use of data because educators have developed a deeper insight on what data looks like within children's learning. Families are acknowledging their child's learning and it is evident they understand our focus on dispositions and values of kindness, however we don't feel families have shared with us their understanding of what data learning looks like in preschools as much as we anticipated.

Enablers:

We have continued to follow children's interests and involved data through their learning; Educators have utilised staff meetings and pupil free days to critically reflect upon their practice.

Relief teachers have been responsive and on board to support children's learning; Whilst we have intentional, explicit teaching, the overall goal had been integrated into child initiated learning; Not planning too far ahead has allowed to utilise spontaneous moments for learning; Educators have been responsive to children, other educators and families, showing flexibility; We have incorporated more documentation at group times capturing children's use of data in a group time setting; group times are more purposeful as we look for ways to support and increase children's use of data in their world; professional reading and discussions has allowed for consistency and continuity between educators.

Inhibitors: new cohort of children each year. For this reason it is crucial for educators to continue their use and understanding of data in their teaching. We will ensure as we progress to our next improvement goal of children's use of measurement we will continue to utilise data strategies in our teaching practices.

Recommendations:

How can we share more with families?

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2017	43	44	45	47
2018	45	44	41	39
2019	36	35	36	34
2020	47	N/A	47	49

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.

Enrolment comment

We were excited to began the year with 47 children enrolled at our Centre.

Our Northern Yorke Partnership Preschool Priority of Access policy has supported families to enrol with their local preschool as a first priority and supported us to ensure all children living in our local area have access to their closest preschool.

Walleroo has high transience levels with people moving in and out of the area due to employment, housing availability and family circumstances. This does have an impact on our Centre as throughout 2020 we had multiple children enrol, or leave mid term due to family reasons. We also had one child leave at the end of Term 2 to attend mid-year intake at our local Catholic Primary School.

Attendance

	Term 1	Term 2	Term 3	Term 4
2017 centre	91.1%	88.5%	87.8%	89.8%
2018 centre	92.6%	90.8%	82.0%	92.7%
2019 centre	94.4%	91.4%	87.0%	92.3%
2020 centre	85.8%	N/A	70.6%	79.1%
2017 state	90.5%	88.2%	85.9%	87.2%
2018 state	90.7%	88.3%	87.0%	87.2%
2019 state	90.3%	87.4%	85.8%	86.4%
2020 state	89.3%	82.0%	84.8%	85.9%

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

Covid had an unsettling impact on our attendances and on top of the Closure Days, we had a number of children stay home. We also continued to encourage any child who was unwell to stay at home until they were feeling better.

Destination schools

Feeder Schools (Site number - Name)	2017	2018	2019	2020
8200 - Harvest Christian College	2.0%	0.0%	11.8%	6.7%
778 - Kadina Memorial School	20.0%	30.0%	29.4%	31.1%
9084 - St Mary MacKillop School	27.0%	20.0%	23.5%	37.8%
459 - Wallaroo Primary School	39.0%	35.0%	32.4%	24.4%

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), Term3 2020 collection.

Destination schools comment

We had 37.8% of families choose the local catholic school to send their children to. 31% will attend the R-12 school in Kadina and 24.4% will attend Wallaroo Primary School.

Client opinion summary

Families shared positive anecdotes of their child's time at preschool. Family survey December 2020

"Thank you for a wonderful year. We really value play based learning and have seen first hand how this approach has enhanced problem-solving capability and empathy towards others. I feel that he is more than ready for the school environment, so thank you once again, we couldn't be happier."

"Can't fault the place, thanks for all your hard work this year. My child loves to go to kindy and that makes me happy every day. Also the kindness you have showed siblings is so thoughtful."

"From day one. Big friendly smiles. Always felt welcome I seen how educators nurtured the children in Term one who had trouble leaving their parents and felt instant relief that my child would be in the right hands under any circumstances. Always responsive to texts, emails etc and nothing is ever too much trouble."

"(Child's name) has thrived at kindy. He loves attending, as it is obvious in the way he found in every morning, excitedly greeting his friends and educators. He has been wonderful friendships, worked on his persistence and developed valuable problem-solving skills."

"I've loved getting all of the above a snapshot of learning, you do a wonderful job providing these. I also value the time educate to spend having impromptu chats about (child's name) development – all staff are so willing to give their time, it makes for a wonderfully welcoming Kindy."

"You are very prompt in providing information and passing on directives (in regards to COVID). We always felt supported and (Child's name) felt safe and confident in his learning environment, despite the changes in the world around us."

Relevant history screening

All our educators have a WWCC under the new TRB guidelines.

Current staff are responsible for ensuring their screening is kept up to date, a hard copy is kept on site- monitored through HR system. All potential volunteers/students are reminded of the requirement to have a current Working With Children Check before coming on site. All support service personnel have up to date WWCC. Due to a change of Department Policy in 2016 Governing Council members who have a child currently enrolled at the site were not required to have a current WWCC.

Governing Council members completed the Volunteer Responding to Abuse and Neglect training which was available online for them to access at a time that suited them.

Financial statement

Funding Source	Amount
Grants: State	\$20,080
Grants: Commonwealth	\$0
Parent Contributions	\$17,114
Other	\$1,348

2020 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2020 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	Additional ECW was employed for targeted intervention with children with additional needs. Further, PD was focussed around utilising our new Numeracy Guide Books and professional readings.	Educators have embedded practices to support children's development and language. This is evident in documentation.
Improved ECD and parenting outcomes (children's centres only)	Additional ECW was employed for targeted intervention with children with additional needs. Families met with educators for Family chats to discuss strengths, plus hopes and dreams for each child.	Families had opportunity to discuss developmental stage of children and how educators would support them at preschool.
Inclusive Education Support Program	Additional ECW was employed for targeted intervention with children with additional needs.	Educators provided intensive language support & chn developed ability to manage routines and expectations of kindy program.
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.