

# 2021 Annual Report Working Paper - Preschool

(SACE questions and all other questions not relevant to preschools will be excluded)

## Purpose:

If you have multiple contributors, distribute this 'Working Paper(s)' to those staff responsible for annual report content. The 'Working Paper(s)' are to be returned to the designated delegate at your preschool to enter the data into the online form.

## Notes:

Please keep to maximum character limits stated.

Only use basic formatting as shown below (as the online system *may* remove paragraphs, spacing, special characters, etc):

SAMPLE School is a category 2 site in the western suburbs of Adelaide. In 2021 we had X children enrolled. The group population includes approximately:

- XX% children with English as an Additional Dialect
- X% children with disabilities and
- X% Aboriginal children.

For questions regarding the **use of the online Annual Report system/platform**, contact ICT Services:

- Phone: 8204 1866 (Metro)
- Phone: 1300 363 227 (Regional)
- Log a job via [edIT](#).

For questions about your **prepopulated data**, contact Data Reporting and Analytics:

- Phone: 8226 3269
- Email: [education.DataReportingAnalytics@sa.gov.au](mailto:education.DataReportingAnalytics@sa.gov.au)

For help with the **essential requirements**, contact the Review, Improvement and Accountability (RIA) team:

- Phone: 8226 1284
- Email: [education.RIA@sa.gov.au](mailto:education.RIA@sa.gov.au)

## Overview

### Site context and highlights

We have 100% Aboriginal Enrolments (55 students) and are a category 1 site. Staffing for 2021 consists of 1.0 Director, 1.0 Teacher, 1.0 Early Childhood Educator, support staff and a 1.0 Aboriginal Family Literacy Strategies teacher.

Flinders Children's Centre and Tji Tji Wiltja Preschool staff are committed to providing a high quality, flexible educational program that is inclusive, equitable and accessible for all children. The Early Years Learning Framework for Australia, "Belonging, Being & Becoming" is our guiding curriculum and from the learning outcomes we develop learning programmes around: children have a strong sense of identity; children are connected with and contribute to their world; children have a strong sense of wellbeing; children are confident and involved learners; and children are effective communicators.

The Flinders Children's Centre Preschool staff are inspired by principles of the Reggio Emilia philosophy. In 2021 all staff reviewed our Centre philosophy to ensure all staff cohesively continue to work authentically, in such a way that every decision made reflects our site philosophy. Nature play, Literacy, Oral language, STEM (Science, Technology, Engineering and Mathematics) and Art have continued to be a focus, interwoven with other excellent early childhood education practices.

We are strong advocates of nature play as we see firsthand its benefits; children are developing their learning dispositions of imagination, curiosity, confidence, persistence, resilience, concentration; as well as developing their skills in problem-solving, self-regulation, resourcefulness, collaboration and the ability to self-assess risk.

Respect for the child is evident in the way we strive to create engaging learning experiences and beautiful, respectful learning environments for the children. We believe our environment fosters a smoother transition for children between home and Preschool, as the Preschool environment reflects the aesthetics of a soothing home environment.

We recognise that every child is unique. We promote a strong self-image of the child and see each child as strong, capable and competent. We encourage children to share their experiences, ideas, working theories and curiosities and explore these with other children. We encourage all children to be creative, challenge themselves and support them to take risks in their learning within the indoor and outdoor learning environments. We value the children's "voice". The children understand that they are valued as we listen to their individual needs, their interests, and their prior knowledge and let their voices guide our learning journey(s).

### Governing council report

In 2021 at Flinders Children's Centre and Tji Tji Wiltja Preschool with the AGM and a small group of committed parents willing to volunteer their time to support the children, families and staff to have a successful year.

New staff and children's uniforms were implemented in 2021 which have strong cultural links to the Aboriginal peoples within the community. New Literacy and Numeracy resources were purchased following a successful audit by the staff at the Centre with a strong focus on books.

A strong sustainability focus was implemented within the programming in the first semester where the children learnt about Mother Nature and how to care for the environment.

## Preschool quality improvement planning

QA1: 1.1.6 Each Child's agency is promoted: Our Oral language program has been a success, with all children showing an improvement in language development, responding to questions, building sentence structure and expanding vocabulary. The program has been supported by our whole text approach when programming and planning. Small group work and intensive one on one speech programs have also supported great outcomes. Reflecting on our data we have seen a significant improvement in oral language and number sense amongst all of the children. This has been done through intentional, repetitive, multi-modal, small group learning experiences. The families have commented on how the children are engaged with learning, and there is a remarkable improvement with oral language interactions and conversations at home. We have implemented the Oral Language program extremely well into Centre practices.

New Literacy and Numeracy resources and books were purchased, with a focus on language, responding and listening and numeracy concepts related to number sense. Children have become more engaged during literacy and numeracy learning experiences. Staff involvement in the Partnership lead numeracy workshops has equipped staff with many positive strategies to encourage and support deeper questioning and extending on children's numerical learning.

This year we successfully published our first centre book on our Reggio Emilia project approach to learning, leading the way for other sites. This book is being launched at an art exhibition within the local community showcasing all of the hard work and dedication of the children and staff at Flinders Children's Centre.

QA1.1.4 Make Learning Visible: Interactive learning experience craft tables and Story tables have been a platform for children and educators to share learning experiences, along with annotated Facebook posts that the family heavily engage in.

QA1.2.1: Create an Assessment and Reporting Schedule: Staff created the following schedule after reviewing and refining current practices: statements of Learning for the children moving onto school in 2022, One Child One Plan creation T1 and Review T3. Learning Stories depicting area of growth, regular discussion of children in staff meetings, mapping and movement of all children, data reflection, child voice.

QA 2.1.2 Healthy Eating Practices Promoted: The preschool edible garden has been extended and developed. The children have been resourcing fresh produce from the garden to use in their cooking for the Right Bite hot meal of the week. Last year the governing council approved the purchase and plantation of fruit trees for which will eventually provide fresh fruit at meal times. The trees are still becoming established and growing the fruit however, the children nurture and care for the trees by watering them regularly, without being instructed to do so.

QA 2.1.2: Effective Relaxation Practices: In 2020 we reviewed our relaxation spots and current practices. In 2021 it was important that we focused on Interception activities and Heavy work, due to the large amount of 3 year old enrolments and their emotional needs. Relaxation time happens daily after lunch to encourage

children to calm their bodies before moving on to afternoon intentional learning experiences. The children respond really well to activities after they have had relaxation time. This is noticeable in their behaviour especially if relaxation time does not go ahead for a day.

QA 3.3.2: Physical Environment: Our garden and bush kindy has continued to be a focus and the plants are growing well. The garden has informed centre programming to have a greater focus on sustainability and Mother Nature.

A 4.2.1: Design and Lead PD on Numeracy: With staff involvement in termly PD Sessions we have been exposed to number sense learning experiences for children and there has been an increase in staffs knowledge on levels of questioning during interactions with children, staff aimed to use higher levels of questioning to extend children's thinking and to up skill staff to assess and interpret data for future planning.

#### *Quality Area 5 – Relationships with children:*

Building relationships with the children is at the forefront of our educational practices. Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included. Each child is supported through self-regulation techniques through the Kimochis program and Child Protection Curriculum which provides the children with strategies to effectively resolve conflicts and assist with self-regulation.

#### *Quality Area 6 – Collaborative partnerships with families and communities*

A stronger Partnership with our feeder schools (Augusta Park Primary School, and Flinders View Primary School) has provided a great opportunity for families, school and preschool staff to offer a smoother transition process. We have regular visits from our main feeder schools ACEO who has built strong relationships with transitioning children.

Throughout the whole COVID-19 crisis staff have provided support to families through weekly phone calls, socially distanced home visits, and online learning. This ensured continuity of learning despite children being kept at home by families and in state-wide lockdowns due to COVID-19.

With our project approach we have been able to develop community relationships through weekly Facebook posts and a copy of our weekly documented program book going home with families to keep them up date with the learning at the kindergarten.

Our bus service helps to enhance children's inclusion within the Centre as many families are facing battles with the lack of transport. Our bus services collects and drops children off to all areas of Port Augusta and is based on a priority basis.

#### *Quality Area 7 – Governance and leadership*

Educators are authentically engaged in critical reflection of their own and the team's practice including areas of identified focus through the PQIP areas and using strategies including: intentional teaching; responsive teaching and scaffolding practice and child directed learning. Effective leadership has created a strong team which supports each other and always puts the child's voice and learning experiences first. Professional Development meetings are held regularly with staff and the director to ensure there is an effective self-assessment and quality improvement process in place.

## Preschool Enrolment

### Number of children enrolled for term 4, 2021

62

## Performance and attendance

### Please enter the % of children that attended your preschool in term 4

98

### Attendance comment

COVID-19 state-wide lockdowns and community hotspots has affected our 2021 attendance. During the height of the pandemic families engaged in learning at home with set learning sent home and online and phone interactions with teachers. In saying that, our attendance rate has been the highest it has been in the past 4 years.

### Destination comment

Flinders View x 2  
Augusta Park x 13  
Carlton x 1  
Stirling North x 2  
Willsden x 0  
Private (Caritas College) x 4

## Parent opinion

### Parent opinion summary

All areas of the preschool parent survey reflected Parents were very happy with the service we provide. This is indicative of the high enrolment and attendance we have accomplished in 2021. Excellent feedback received from Parents.

#### Family comments on Quality of Teaching and Learning

This Tji Tji Wiltja provides the most wonderful learning environment for my kids. It is culturally appropriate, full of great creative experiences, physical challenges, a social environment carefully curated by the excellent staff, who demonstrate patience, competence and dedication to the care of our children. We are so lucky to have found Tji Tji Wiltja.

#### Family comments on Support of Learning

My child had issues at morning drop off, which the staff quickly acknowledged. The help and support from Staff to assist me and my child through this was amazing.

My child learns Auslan as part of the inclusive program which supports communication for one of her classmates. This enriches her learning and normalises different communication methods.

#### Family comments on Relationships and Communication

I am a member of the preschools governing council I love the centre's feedback on Facebook

I have experienced positive communication with Gladstone kindy over many years. The sense of community is strong with staff always looking to include families in the learning program and kindy life.

I look forward to the weekly Facebook photos and updates.

The preschool staff have made the whole family feel welcome and cared for.

#### Family comments on Leadership and Decision Making

Highly recommend to any parents to have their children attend this Preschool

## Screening history

### Relevant history screening

All staff undertake the DSCI screening process prior to being cleared for employment. We use our own register and the HR management system to ensure that clearances are submitted in a timely manner, long before expiry and due dates are reached.

## 2021 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2021 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>In term 1 all children were screened with the Oral language speech assessment screener. The data collected from this allowed staff to program and plan for all children's individual needs in relation to Oral Language. In Terms 2 and 3 programs were implemented and reflected upon. The children were re-screened in term 4 which depicted an improvement in all children's development of Oral language being receptive, expressive and following instructions. The children returned the highest results we have seen since we implemented the screener back in 2019. A handful of children returned results as high as 10.5 morphemes per sentence which is exceptional for preschool aged children. We continue our focus on Numeracy through group time intentional teaching and outdoor play learning opportunities with a focus on 'Provoking powerful learning in mathematics and numeracy in the preschool setting' through the termly Partnership Project professional development. Staff have continued to plan using the Literacy and Numeracy Indicators in conjunction with the Early Years Learning Framework.</p>	<p>Outcomes achieved in relation to building children's numerical and literacy capacity. All staff are exploring and reflecting on data collection methods. Further exploration and capacity building will be an ongoing focus for the staff for improved learning outcomes.</p>
Improved Early Childhood Development (ECD) and parenting outcomes (children's centres only)		
Inclusive Education Support Program	<p>Preschool support funding was used to support children with Speech and Language difficulties, Occupational Therapist, learning difficulties and behaviour/emotional regulation. This year staff have been employed to assist those children with additional high needs. Three Individual IESP applications were submitted this year and we were successful in gaining extensive adjustment funding for one of the children which will follow him until he finishes preschool in 2022. Having this funding early means having additional resources in place and ready to go to ensure his best educational outcomes will be met.</p>	<p>100% of children received support in the form of individual programs for speech and language and the centre successfully implemented oral language programs. Data indicated a positive shift in children's achievements with their One Plan goals being achieved throughout the year.</p>

Improved outcomes for children with an Additional Language or Dialect who received bilingual support		
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\* The department's standard of educational achievement is defined as children and young people progressing and achieving at or above their appropriate year level.

**Preschool Director:** *Kerry Moosha*

**Governing Council Chairperson:** *Dianne Ayrís*      *8/2/2022*