

2022 Annual Reports – Working Paper



**Flinders Children's Centre
and Tji Tji Wiltja Preschool**

122 Tassie St, Port Augusta - Ph. 8642 2067

Meeting place for teaching, learning and play for the whole family



Government
of South Australia
Department for Education

2022 Annual Report Working Paper - Preschool

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

Introduction

This working paper does not replace submitting your report via the online form.

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.

Please keep to maximum character limits stated. Character limits are different to word count, they included all spaces, commas, full stops, etc. Only use basic formatting as shown below (as the online system *may* remove paragraphs, spacing, special characters, etc):

Flinders Children's Centre is a category 1 site in Port Augusta. In 2022, we had 70 children enrolled. The group population includes approximately 97% Aboriginal enrolments.

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

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

- Phone: 8226 1284
- Email: education.RIA@sa.gov.au

Overview

Site context and highlights (5000 maximum characters)

We have 97% Aboriginal Enrolments (70 students) and are a category 1 site. Staffing for 2022 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 2022 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). This year we have been involved in the partnership Numeracy and Music Strategy, which has introduced all staff to new knowledge and skills to further enhance the learning of all children.

Governing council report (5000 maximum characters)

In 2022 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 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 recycling and how to care for the environment.

Next Year we look forward to introducing new parents to the committee.

Preschool quality improvement planning (3800 maximum characters)

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 obtained Early Childhood Australia permission to add our published book on the book register to sell. This will further enhance our ability to share the Reggio Emilia project approach to learning, leading the way for other sites.

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 2023, One Child One Plan creation T1 and Review T4. 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 to the bush kindy. 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: We are constantly reviewing our relaxation spots and current practices. In 2022 it was important that we focused on Interception activities and Heavy work, and incorporate sensory learning experiences 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 recycling, looking at life cycles of silk worms and caring for our worm farm, chooks, turtle and lizards.

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 school (Augusta Park 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.

COVID-19 and other illness has been high this year, staff have continued provided support to families through weekly phone calls, socially distanced home visits, and provided learning packs when needed. This ensured continuity of learning. Photo Family books were continued this year.

This year all staff were involved in the music strategy within the partnership and teachers were also involved in Professional Learning in Adelaide. This further enhance their learning, which has been shared with staff and children and will support 2023 programming and planning.

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, 2022

{Insert the total number of children}

67

Performance and attendance

Please enter the % of children that *attended* your preschool in term 4, 2022

{Insert the percentage}

90

Attendance comment (1200 maximum characters)

COVID-19 has started to affect our 2022 attendance in Term 4. Other illnesses such as the flu and skin irritations has played a small factor in why children have been absent.

Destination schools

Flinders View x 7

Augusta Park x 5

Stirling North x 7

Willsden x 2

Destination comment (1200 maximum characters)

The children transition into the various schools in Port Augusta. This year we have seen a large number of children transitioning to Stirling North Primary and Flinders View.

Parent opinion

Parent opinion summary (2700 maximum characters)

100% of families were satisfied with the teaching and learning this year and we received 80% or above for all other areas within the preschool parent survey.

I think the Tjiji kindy is amazing the staff are beautiful

I have total faith in the education my son is receiving and the staff of this preschool and it shows by just how much my son enjoys this preschool.

Great leadership and the staff are always learning. The preschool is beautiful and set out like a home away from home

General Comments from Parents

I would recommend this kindy amazing staff, learning environment and very welcoming with a high level of knowledge that meets the needs of my child

Without fail every drop off and pick up there is cars, buses, trucks speeding I have dealt with SAPOL written to the minister of transport who have just handballed back to SAPOL but something needs to happen to help this kindy with a crossing!!!!!!

Screening history

Relevant history screening (1200 maximum characters)

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.

Financial statement

{Please provide funding source details (rounded to the nearest \$)}

Funding Source Amount	Amount (rounded to the nearest \$)
Grants: State	
Grants: Commonwealth	
Parent Contributions	
Fundraising	
Other	

2022 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). (650 characters)	Outcomes achieved or progress towards these outcomes. (650 characters)
Improved outcomes for numeracy and literacy	<p>We have started trialing some music into our program after Bec and Ashley went to music PD in preparation for 2023. We have made connection with Alex and Chris through Kodaly who Ashley is resourcing musical instruments through. They will visit once a term in 2023. Once we get our instruments, we can build and implement our music program more holistically through music walls. This will support our program and planning linked to Numeracy and Literacy. Table top focuses (numeracy table) has supported the children to develop numeracy concepts. Environmental factors have supported the children to engage in numeracy and connect back to their own contexts using sophisticated language and understandings of concepts. Children have become more intrinsically interested and motivated to participate in numeracy learning which is evident in the language they now use in play.</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. There is a remarkable growth in children's awareness of numerals and number sense, which can be observed throughout the centre.</p>
Improved Early Childhood Development (ECD) and parenting outcomes (children's centres only)	N/A	N/A
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 two of the children. One child will continue to receive this funded support until he finishes preschool at the end of 2023. 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>Children are successfully using communication tools are displaying improved dispositions to engage in learning and child-adult interactions.</p>

Improved outcomes for children with an Additional Language or Dialect who received bilingual support	N/A	N/A-
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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.