



Wudinna RSL Memorial Kindergarten

2020 annual report to the community

Wudinna RSL Memorial Kindergarten Number: 6680

Partnership: Central Eyre 1

Signature

Preschool director:

Mrs Beck Sampson

Governing council chair:

Emma Frischke

Date of endorsement:

10 February 2021



Government
of South Australia
Department for Education

Context and highlights

Wudinna Kindergarten's sessions were offered over two full days on Tuesdays and Thursdays from 8:30 – 3:0pm with this time changing in 2021.

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

We were allocated a 0.7 Director/0.6 teacher. A teacher requiring placement was allocated to the site in a 0.5 position.

With the support of Governing Council/HR, the Director elected to work 0.5 and the additional director funding was used to employ a teacher 0.3 who had been at Wudinna Kindy since 2012. As a result we were able to maintain the momentum of our learning program development – specifically building on our expertise in reading and writing development.

Some of the Major highlights for Wudinna Kindy include:

- * Attendance at LDAR Pedagogical Documentation Training & Development and our subsequent engagement in this work which has developed our capacity to understand and grow children's thinking/oral language through shared sustained thinking opportunities.

- * The continued growth in our reading and writing data through increased engagement in purposeful reading/writing experiences was evident including evidence of the developing use symbols in writing - tracked on a continuum.

- * Educators performed term "learning sprints" in-order to maintain momentum on site learning goals. Sprints require ongoing commitment from teaching staff to improve their teaching practice and improve learning growth for children. Through use of sprints in 2020, we created and nurtured a culture in which experimentation and learning of educators was embraced.

We continued to work towards integrating Occasional Care into our Preschool program. In 2021, we will welcome 15 out of 16 children into our kindergarten program who had previously attended our Occasional Care program. This previous experience supports children's continuity of learning between programs, ensured a smooth transition visits as children and families were familiar with our learning environment.

- * Our PASM data saw all children moving forward in 2-3 domains from their baseline and all preschool aged children accurately completed Rhyme/syllables/initial sound assessments.

- * We remained agile around COVID expectations. Though face to face opportunities to connect with families were reduced in 2020, we maintained strong relationships through various communication means. Our Youtube channel was successful as we created an opportunity for community members to read books for children to watch during COVID lockdowns. We were also proud to receive support for our channel from many featured Authors including Mem Fox, Aaron Blabey and Craig Smith.

Governing council report

2020 What a year!

Covid-19 really impacted the way things worked for us this year. Being COVID compliant saw less parents visit the kindy, re-worked Governing Council meetings and lots of rescheduling. All that aside, 2020 was a successful year. This year children we lucky enough to walk into the amazing new kindy space after the building was completed in 2019, lucky kids!

A new teacher Jenny joined the team and fitted in nicely. Beck, Jenny, Sarah, Wendy and Nikki all played a part in making 2020 a successful year for our children. Activities in and out of the kindy were enjoyed by all children and parents.

All fundraising projects raised over \$24,400 LESS expenses, with funds going straight back into our facility to help improve the learning environment for the future.

Our logo has been refreshed with the help of the children. Our little person received a splash of colour with the addition of a rainbow and stalks of wheat. The person's skin colour was removed to better represent the diversity amongst our community. It looks great!

Finishing of the year with a concert was the icing on the cake, the kids and teachers did an amazing job. Let's hope 2021 can be just as successful for the kindy.

Emma Frischke

Improvement planning - review and evaluate

GOAL 1: To increase engagement in purposeful reading/writing experiences and develop an understanding of how symbols and patterning systems work.

Challenge of practice: if we deepen our understanding of the trajectory of early reading/writing development and intentionally teach possible next steps within children's ZPD, then we: will increase engagement in purposeful writing experiences and develop children's understanding of symbols/patterning.

Success criteria - Children will: ?Use more detail when writing; ?Elaborate when reading back their writing; ?See themselves as writers/authors ? Offer connections between characters and can connect feelings, settings and events that aren't represented; ?Have writing preferences

* the continued growth in our reading and writing data through increased engagement in purposeful reading/writing experiences was evident including evidence of the development use of symbols in writing. Children also documented their growth in writing using a writing self-assessment continuum.

Our PASM goals for each child were also confidently addressed through bookmaking as we used books to model rhyme, and initial sound and how these sounds may be written in symbolic form.

Through our reading assessments - we saw a change in children's perception of themselves as readers (dispositions) - initially ALL children commented that they "cant read" when asked to read an unfamiliar book. By the term 4 reading assessment, ALL children demonstrated a change in disposition and confidence. Children demonstrated a growth in ability to elaborate. scanning the page for cues (including inferring feelings/settings) to make their story more detailed and interesting.

Our Evidence showed that the children's books increased in detail. That all children were making symbolic attempts at writing. All children's stamina for writing grew.

We were able to support PASM development through bookmaking opportunities focusing on rhyming books and books about letter sounds.

GOAL 2 -

Develop an embedded integrated approach to our Preschool and Occasional Care program, including having representation of Occasional Care families in Governing Council. Review enrolment pack and enrolment processes. Reflection on the success of our Occasional Care program has mean lots of trial and error of strategies and ideas to really integrate the two programs.

Discussions have included how to integrate Occ care children into our mat times, noticing what works and what isn't? how to maximize more mature type experiences on non-occasional care days - and is this even necessary? we have reviewed pick up and drop off times and our lunch times around these discussions. Wendy visited Kimba Occasional Care to gain insight into how they integrate their programs and their methods of documentation.

We communicated with families with children starting kindy in 2021 to ensure all children were included in our program if possible.

We welcomed 15 out of 16 children into our kindergarten program who had previously attended our Occasional Care program. This previous experience supports children's continuity of learning between programs, and ensured a smooth transition visits as children and families were familiar with our learning environment. We have seen a reduction in separation anxiety ad children are engaging in deep learning with their familiar peers right from the beginning of the year.

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2017	21	21	21	22
2018	21	20	20	20
2019	12	12	13	13
2020	17	17	15	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.

Enrolment comment

Our enrolments varied in 2020 - though we started with 17 children, Two left town early in term 2 leaving us with 15. During term 3, a child joined us for a fortnight then didn't return. In term 4 we had a new enrolment with one child joining us for the final term taking us back up to 16 children.

Attendance

	Term 1	Term 2	Term 3	Term 4
2017 centre	86.9%	88.1%	92.7%	88.5%
2018 centre	93.7%	80.0%	90.8%	91.3%
2019 centre	89.6%	93.8%	89.1%	94.2%
2020 centre	91.2%	86.8%	87.8%	88%
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

Attendance data looks reasonable given the impact of Covid. When children could attend, their attendance was consistent. Parents were responsible in keeping sick children home however absences due to sickness were down in 2020. In term 4 2020 our Attendance was also impacted by an outbreak of Chicken Pox.

Destination schools

Feeder Schools (Site number - Name)	2017	2018	2019	2020
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), Term3 2020 collection.

Destination schools comment

All children completing Kindergarten in 2020 at Wudinna went on to begin their schooling at Wudinna Area School

Client opinion summary

We appreciated the feedback we received about our learning program, leadership and decision making, relationships and support of learning.

One area of concern for one parent was communication.

Generally, communication across all aspects is well presented and very clear and it is greatly appreciated, however on occasion some late changes are announced through notices on the private social media kindy group page. Just some food for thought that this may not be the most effective approach to reach out to all kindy families as it can be easily missed on phones, which can disadvantage those children who do not live in the town community and may not have the same flexibility to adapt to changes quickly. This is not a major issue but just thought it would be something to consider in the future if the kindy feels that they need to :)

We have reflected on this comment, we acknowledge that not all parents are facebook users, however we do have means to check if parents have seen notifications and we make additional contact if they have not. All families are asked permission about facebook notifications in their interviews at the start of the yr

Communication during covid time was a challenge for us as we were often required to notify families via notes on days that we weren't working. It is something we hope to discuss further with leadership as I think given the circumstances we communicated in the best and most timely ways available to us. We have encouraged families of class of 2021 to ensure they are following the page and will continue to monitor the who has seen posts and make contact beyond this. We have received some additional sentiments which were positive about the whole Kindy experience.

I am very happy with our kindy! The environment and the staff make it an enriched and, happy place for my child to go and play and learn! I couldn't ask for more from the kindy and very happy with everything that happens there.

I could not be happier with the quality, range and delivery of education to my child this year. The teachers genuinely care about the children.

Relevant history screening

Rebecca Sampson - Teachers Registration renewed including DHS requirements until Jan 2024
Jenny Whittle - Teachers Registration renewed including DHS requirements until January 2024
Sarah Williams - Teachers Registration renewed including DHS requirements until January 2023
Wendy Simpson - ECW - Working with Children check renewed on 8 October 2020
Nikki Payne - TO BE RENEWED (no longer on site)
Alanna Barns - renewed - Working with Children Check renewed on 8 October 2020

Financial statement

Funding Source	Amount
Grants: State	\$0
Grants: Commonwealth	\$0
Parent Contributions	\$6,753
Other	\$14,400

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	Masterclass with Matt Glover which supported teachers to draw the data from Reading & Writing inferences to make strategic teaching choices for extending reading/writing within children's ZPD. ALL TEACHERS attended LDAR days using Ped Doc to extend shared sustained thinking and conversations with children (oral language).	Pedagogical changes - all educators confident to draw information together to make strategic teaching decisions for individual children
Improved ECD and parenting outcomes (children's centres only)	N/A	NA
Inclusive Education Support Program	NA	NA
Improved outcomes for non-English speaking children who received bilingual support	N/A	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.