

Annual Report Bains Road Preschool 2021

Site context and highlights

The Annual Report for Bains Road Preschool highlights the accomplishments and education for 2021.

In 2021 the preschool offered sessional preschool for up to 55 children, two Inclusive Preschool Programs for up to 12 children with additional rights and an Occasional Care program for babies through to preschool age for up to 55 children per week.

2021 began with a new Director and many new educators. The educator team have worked tirelessly throughout the year providing a nurturing, supportive and engaging environment for children.

The consistency of the team was maintained throughout the year and as a team everyone should individually and collectively be proud of the achievements made in such a short time frame. In 2021 we continued to focus on developing dispositions for learning. Children's learning is child-centred and self-directed in a relationship driven environment.

The program is based on the principles of respect, responsibility and community through exploration, discovery and play. Some of our 2021 highlights were starting a supported playgroup, establishing a community library, installing new swings, family BBQs, pyjama day, special person's day, visits from Glenn the Junk Man, dental checks with the Mobile Dentist, Mud week, Movie nights, hosting transition visits and parent information sessions, visits from SAPOL and the Metropolitan Fire Service, puppet shows and an end of year Christmas celebration at Wilfred Taylor Reserve.

Educators worked together to redesign the indoor environment, which enhanced the play area and created a flexible space for children's learning. A highlight for many of the educators was to work alongside Thilan Legierse who helped us create a well-functioning educator team who are happier, healthier and more creative, this helped us unlock our potential, which in turn has created a wonderful environment for the children in our care.

Another educator highlight was engaging in professional development in the Marte Meo approach, this approach helps educators to confidently meet many of the aims of the Early Years Learning Framework, in particular, supporting learning and development through interactions with children. Rick Persse CEO visited our site on November 4, 2021. He approved the purchase of a Defibrillator for the site valued at \$1990 at the Director's request. Rick was very impressed with our story of inclusion and collaborative team culture.

Governing council report

During 2020 we held Governing Council meetings twice per term. The Governing Council were a small group of parents who advocated for children, educators and families engaging in the centre.

A \$30,000 grant was gifted to all Department for Education preschools state wide to inject money into the local economy due to COVID-19, we chose to spend this money on new blinds in the preschool, replenishing bark chips in the outdoor space, new line marking in the carpark and replacing all 74 windows in the preschool with safety glass. In 2020 we were given \$20,000 which was spent on outdoor blinds and painting.

Some of the Fundraising efforts in 2021 were a Wine drive raising \$800, Tea towels with children's art work raising \$350 and a Baker's Delight Fundraiser raising \$180. The money was used to purchase new home corner furniture for the preschool and occasional care spaces.

The Governing Council believe that despite the impact of Covid, 2021 was a productive and insightful year. Throughout the year the Governing Council were kept informed about the educational programs implemented and the various professional development attended by educators as well as developments within the Department for Education. As a group the Governing Council had a productive term of office and believe that our involvement enhanced the educational program and environment.

I would like to thank the Governing Council members for making 2021 a great year for Bains Road Preschool.

Jess Schultz (Chairperson).

Preschool quality improvement planning

Literacy Goal

- To foster children's curiosity and build children's capacity to ask questions to further their learning and understanding.

Challenge of practice

- If educators are intentional in their planning to foster curiosity and promote children questioning, then children will be able to explore questions to further their thinking.

Actions

- Educators will encourage and support children to be curious and to ask questions for purpose.

Success Criteria

- Children will demonstrate curiosity.
- Children will be sharing their thoughts and learning with others.
- Children will be inquiring, exploring and problem solving.
- Children will be working together to solve real problems and solve big ideas.

Numeracy Goal

- That children develop their knowledge and understanding of number.

Challenge of practice

- If educators are intentional in their planning for children's understanding of number then there will be a growth in children's development and use of number.

Actions

- Educators will intentionally teach the vocabulary and understanding of number.
- Resources to explore number as a name, amount, numeral, position will be developed and introduced to the children by educators.
- Educators will promote socio dramatic play/ small world play as a tool for children to explore and develop their understanding of number.

Success Criteria

- Children will be using an increased vocabulary relating to number.
- Children's play will reflect an understanding of number.
- Children will make progress towards the indicator, 'I quantify my World'.

Children in the preschool have developed their understanding of how to ask questions to further their learning.

During the year we saw significant growth in children's ability to ask their own questions to further their learning. This was supported by intentional teaching and the quality of the daily interactions with children. Literacy and Numeracy learning has been embedded into all learning areas and we have used the Preschool Indicators of Literacy and Numeracy learning to document children's literacy and numeracy learning throughout the year. The curriculum plans and children's learning was displayed and shared with families throughout the year.

In the Occasional Care program the children's literacy and numeracy learning has been shared with families via the program and photographs.

Preschool enrolment

Number of children enrolled at the preschool for term 4 2021:

48

Performance and attendance

Please enter the % of children that attended your preschool in Term 4 2021:

91.6

Attendance comment

We support positive learning and wellbeing for all children. Maintaining a priority focus on attendance and engagement in preschool recognises that educational success is central to the lifelong achievement, wellbeing and success of our young people. To foster family and community understanding of the importance of attendance, we build relationships with children and their families from their first contact with the preschool. This is fundamental to our approach. The ways we ensure attendance are by building relationships, inclusion, child centred practices and promote the importance of regular participation in early childhood education and care to set up future patterns for attendance and learning. Educators approach families with care and respect and understand the barriers families at times face with attendance. The attendance rate is very high at Bains Road Preschool, we keep in regular contact with families and do our best to work through any attendance issues with them.

Destination comment

The destination schools are listed below with the percentage of children enrolling at that school.

Antonio Catholic School - 21.4%

Emmaus Catholic School - 7.1%

Pimpala Primary School - 3.6%

Prescott College Southern - 28.6%

Reynella Primary School - 25.0%

Southern Vales Christian College - 3.6%

Woodcroft Primary School - 10.7%

Parent opinion summary

Family comments on Quality of Teaching and Learning

- It is a warm positive environment with caring staff, makes the kids want to go there even when it is not their day.
- My child is happy and supported and the teachers are amazing. All the staff are amazing. Pip is the perfect Director and works perfectly with parents when needed.
- My child has thrived at Kindy and it's thanks to the lovely educators that teach her.
- The teachers at this Kindy have been nothing short of amazing. They have been proactive in helping my child thrive, and are actively supporting him and us to find the best possible option for school next year.

Family comments on Support of Learning

- The staff have been outstanding in supporting the students.

Family comments on Relationships and Communication

- Excellent communication from the whole team.
- Great communication provided. Thank you.

Family comments on Leadership and Decision Making

- Pip is a wonderful Director who is bringing out the best in the staff, and is very approachable.

General Comments from Families

- My daughter was previously at another preschool but could not settle. Within two or three visits to Bains Road, she was much more comfortable and actually looking forward to attending. It has been a revelation. Thank you, Bains Road Preschool.
- This by far the best preschool we have used. We are very impressed with the organisation and leadership, as well as the wonderful support given to the students and parents.
- We are very happy with Bains Road Preschool and feel they have provided a wealth of education and knowledge to our child, who is thriving being there.

Relevant history screening

Relevant history screening applies to everyone engaged with or participating in a department site or service or providing a service to a department site, child or young person, including:

- Department employees
- Volunteers
- Employees and volunteers of school governing councils and preschool management committees

For teachers, the department approved screening is the Teachers Registration Board of South Australia screening as part of the teacher registration process. For all others, the department approved screening is a child-related employment screening through the Department of Human Services. All permanent, contract and relief educators have current history screening and copies are kept on file at the preschool. Educators and volunteers must also have proof of being fully vaccinated a

Financial statement

Grants: State 889,735

Parent contributions 19,965

Improved outcomes funding

Briefly describe how the funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes

Funds were used to purchase literacy and numeracy resources.

ICT was updated to allow teachers and all children more access to iPad program Proloquo2go.

All educators attended Professional Development in using Proloquo2go.

All educators attended Professional Development in Marte Meo which enriches relationships and exchanges thereby improving literacy and numeracy outcomes for children.

Outcomes achieved or progress made towards these outcomes

Educators observed all children make progress in all key elements of the Literacy and Numeracy.

Briefly describe how the funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes

Funds were used to support educators to develop resources and Professional Development including Proloquo2go training for all educators. Inclusive Preschool educators virtually attended the Australian Association of Special Education Conference and Inclusive Preschool Program Professional Development days. New iPads were also purchased to support children's communication. Release days for educators to meet with families, support services, and children's future school teachers to set up transition to school programs and develop One Plans. Funds for children with additional rights, speech and language program support are also funded via this gr

Outcomes achieved or progress made towards these outcomes

The use of visuals and Proloquo2go has given all children the tools required to communicate with educators and their peers.

Briefly describe how the funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes

Funds were used to provide bilingual support to one child. The child's attendance was irregular and with the engagement of a bilingual support worker the child's attendance and family engagement drastically improved.

Outcomes achieved or progress made towards these outcomes

The child's engagement in the program and friendships were greatly enhanced by the ability to access bilingual support.