



Poonindie Early Childhood Centre

2022 annual report to the community

Poonindie Early Childhood Centre Number: 6686

Partnership: Port Lincoln

Signature

Preschool director:

Mrs Shanny Carter

Governing council chair:

Jake Docking

Date of endorsement:

15 February 2023



Government
of South Australia

Department for Education

Context and highlights

Poonindie Early Childhood Centre is located 18km North of Port Lincoln in the small outlying rural township of Poonindie.

PECC currently is a part time, Category 1 Centre with an enrolment capacity of 30 children. Our service is co-located on the same grounds as the Poonindie Community Learning Centre (Primary School); however it operates as a standalone site. The centre is entitled to 4 Pupil Free Days per year, which enables staff to engage in professional learning aligned to the centres improvement priorities and the directions of our local DfE Port Lincoln Partnership. The Pupil Free Days are endorsed by our Governing Council.

Our Preschool is currently staffed with a Director, a teacher, and 2 ECW's. The centre operates during the Department for Education (DFE) term dates (South Australia).

In 2021, after reflecting upon barriers to our early childhood education service, our educators/Governing Council endorsed new session times for sustainability of our service and our community needs. Parking is limited out the front of our site and along the street for preschool and school families. Our street can get extremely busy during drop off/pick up times with big enrolments at the Poonindie School and different services provided at our site during the week. We recognise that the earlier starting times to our service will help with street congestion and safety.

At Poonindie Early Childhood Centre we value relationships, nature play, curiosity, culture and community.

Playgroup is offered on a Friday 9-11am and a teacher is employed for WHS/ curriculum reasons. Due to the co-location of our Preschool within the Poonindie Community Learning Centre grounds, transition is a natural and seamless process as children are already familiar with the layout of the school. Specific transition visits occur in Terms 1, 2, 3, and Term 4, the children attend their "official" transition sessions in week 2, 3, and 4 of term 4. Most of our children feed into the Poonindie Community Learning Centre, although 1-2 families may choose to enrol at a private school in Port Lincoln for various reasons, usually because they attended that school.

Highlights included:

*Annual disco with a theme of 'colours'. Well attended and raised over \$1,000.

*Annual Art Exhibition at a local establishment. 90% attended with 44 meals being served. The night was also attended by our LET team which was appreciated.

*PASM results.

*Playgroup being well attended all year with many 2023 enrolments due to Sarah and attending the play sessions.

*Excursion to the airport to learn about the CFS bombers and helicopters.

*End of year school concert (Our item was "Wash your face with orange juice" By Peter Combes).

*Gallery Walk: making learning visible with families.

*Kindy Graduation and photo booth.

*Educators mentored by Jane Lemon our Literacy Consultant (around Mark Making).

*Transition programme throughout the year to our feeder school- PCLC. Using their facilities and attending their events. Building relationships with students and teachers.

*Director mentored a PCLC teacher in the role a Preschool Director.

Governing council report

This year's PECC governing council consisted of six members: Shanny Carter (Director), Jake Docking (Chairperson), Kimberly Docking (Vice Chairperson), Kylie Dorward (Secretary), Heather Telfer (Treasurer), Amber Turvey (Fundraising).

Thank you all members for your attendance to meetings and efforts.

The PECC has had a great year with 16 children attending, each showing tremendous growth – thanks to our wonderful teachers.

Highlights for the PECC this year have been the Art Exhibition and the Gallery Walk, the recent excursion to the playground and fire bombers. The children also participated in the school concert performing "Mr Clickety Cane".

Our annual disco was well organised and raised just over \$1000. A big thankyou to the governing council, parents and volunteers that helped/set up/cooked and provided baked goods to sell on the night.

A huge achievement this year was the completion of the new cubby/play area, started by last year's governing council, which all of the children love.

I would like to thank the team and PECC for the opportunity to be part of this community.

Wishing all families a Merry Christmas and the very best for the New Year.

Jake Docking

Chairperson 2023

Preschool quality improvement planning

Our improvement goal for this year was to develop children’s ability to communicate through mark making. It is the second year our site has been on our mark making (emergent literacy) journey.

Our challenge of practice: If educators intentionally create environments that develop physical and core strength with opportunities for children to engage with multi-media, then we will improve children’s ability to communicate through mark making.

Each site in our partnership created a term-by-term implementation plan for our improvement journey. This allowed educators to have a narrow focus, stick to the plan and achieve short successful sprints. A document to revisit as a staff team, share with colleagues and families and to keep us on track with our improvement work.

We worked with a Literacy consultant and mentor, Jane Lemon (Citron Early Childhood), who was so valuable for our team. It was reaffirming for the hard work we have already done in this space, over two years. All educators reported a growth and a greater understanding of mark making/emergent literacy skills, and implementation of best practice strategies through intentional teaching in our play-based setting. Our new knowledge allowed us to move children into their zone of proximal development and develop their mark making inquiry skills. Through this new work, we introduced the notion of functional writing, after visiting Wudinna Kindy, who were also on a mark making journey. Functional writing was an easy way to engage our children in writing and allowed our reluctant writers to represent their thinking. Our visit was very informative and we came away with greater knowledge, new resources and questions to explore. The questions and our ‘where to next?’ wonderings, then formed our new work with Jane Lemon for the remainder of the year.

The practices that had high impact for children’s outcomes and were embedded this year are:

- *Conversational reading groups to build oral language skills and vocabulary.
- *Intentionally teaching different mark making processes through mini lessons.
- *Creating different environments and provocations for children to explore multi-media (100 Languages).
- *Intentionally provide environments that support the physical and core strength necessary for emergent writing.
- *Immersing our children with mark making tools and resources to explore and create.
- *Vestibular activities, crossing the mid line, bilateral integration.
- *Writing self-assessment for children to reflect on their learning and mark making. The writing self-assessment helps in identifying ‘next steps’ for children’s writing

All children had growth in PASM, which was most pleasing.

Growth for all speech support children this year, with huge growth in their ability to engage with their friends, confidence to communicate with others and transference of skills and knowledge into other areas of their learning.

Families reported growth in confidence and ability in mark making.

Families celebrated new skills and learning with their children.

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	15	15	15	16
2020	16	N/A	16	12
2021	18	18	18	18
2022	15	16	17	17

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.

Attendance

	Term 1	Term 2	Term 3	Term 4
2019 centre	88.1%	81.4%	92.9%	76.6%
2020 centre	94.6%		80.3%	84.4%
2021 centre	93.6%	91.6%	81.9%	68.8%
2022 centre	81.7%	78.1%	69.1%	80%
2019 state	90.8%	88.2%	86.8%	87.6%
2020 state	89.8%	83.6%	86.2%	87.2%
2021 state	88.6%	86.5%	88.6%	85.6%
2022 state	84.9%	79.8%	80.3%	77.5%

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

80% is an average guess due to Term 4 attendance data being unavailable.
 One child who was enrolled this year did not attend due to family reasons but will transition to PCLC with this year's cohort.
 Sickness, COVID and family movements effected our data.

Destination schools

Feeder Schools (Site number - Name)	2019	2020	2021	2022
351 - Poonindie Community Learning Centre	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), Term 3 2022 collection.

Destination schools comment

Out of 16 children, 13 children will transition to our feeder school in PCLC.
 1 to St Josephs (private school).
 1 to Navigator College kindy (Aboriginal 4 year old).
 1 to Cummins Area School.

Family opinion survey summary

A paper copy was sent home to our families this year with 95% being returned.

*QUALITY OF TEACHING AND LEARNING

Our data showed that all families either agreed or strongly agreed with our teaching and learning.

Comments:

"Every aspect is perfect. Wouldn't change anything"

*Fantastic support"

"I am very grateful to have them. My little boy learnt a lot. Huge improvement. Thank you so much"

*SUPPORT OF LEARNING

All families agreed/strongly agreed with our support in learning.

Comments:

"Each child is supported according to their needs and receive equal attention"

"They have done a really good job"

*RELATIONSHIPS AND COMMUNICATION

100% of our families agreed/strongly agreed with our relationships and communication practices.

Parent comments:

"Ample opportunity is given to parents to get involved with the preschool and given regularly. Time is always given to discuss any concerns of parents and to just share about the child's day".

"Great! Keep it up. You are all great"

"Thanks to all of you. Done a great job"

*LEADERSHIP AND DECISION MAKING

100% agreed/strongly agreed that PECC's leadership and decision making has met our contextual needs.

Comments:

"Leadership and organisation is strong between educators and support a good structure/environment for the children"

"Beautiful preschool"

"Everyone is lovely and welcoming"

"No, they do a great job"

Relevant history screening

As required by Department for Education, all educators and relief staff have had the relevant history screening checks and they are up to date.

Financial statement

Funding Source	Amount
Grants: State	\$19,708,205
Grants: Commonwealth	\$0
Parent Contributions	\$491,300
Other	\$121,171

2022 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2022 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	<ul style="list-style-type: none"> *Purchased new numeracy resources for provocations, mini lessons and play. *Purchased Aboriginal culture picture books to support cultural competencies and literacy. *Purchased big books for literacy program. *Purchased protective behaviour picture books to boost our program. *Employed a Literacy Consultant to lead our new mark making/emergency literacy learning. 	<ul style="list-style-type: none"> *Children immersed in high quality resources for play and learning to build numeracy skills and understanding. *Broadening children's knowledge around culture. *Children's knowledge and understating around keeping safe has increased.
Inclusive Education Support Program	NA	NA
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.