



Woodend Children's Centre 2017 Annual Report to the Community



Government
of South Australia

Department for Education
and Child Development

Woodend Children's Centre Preschool Number: 3689

Partnership: Marion Coast

Name of Preschool Director:

Emione Kiriakou

Name of Governing Council Chair:

Alison Till

Date of Endorsement:

12 February 2018

Context and Highlights

Woodend Children's Centre (WCC) is a DECD full time service located on the southern side of Woodend Primary School. The centre is 22 kilometres from the Adelaide GPO and is in the City of Marion Council. WCC is part of the Marion Coast Partnership (MCP) of schools & preschools. This partnership of leaders looks to advance public education in the Hallett Cove, Sheidow, Trott Park, Seacliff, Darlington and Seaview areas.

Most children and families accessing preschool services are from the Sheidow and Trott Park areas while the Occasional Care service has families from a broader catchment including Reynella and Hallett Cove. The centre has many two parent families with some blended and single parent families with most parents working full or part-time, or studying at a tertiary institution.

WCC offered Universal Access that is 15 hours of preschool per week for children in their eligible year and 6 sessions of funded Occasional Care.

Program highlights included children learning about cultural celebrations like Australia Day, Harmony Day and the Aboriginal and multicultural nature of our country including festivals like Easter, Diwali and Christmas. Each group time started with acknowledgment of country `Kurna Welcome` The children were part a Woodend PS assembly where they opened with the Kurna welcome and song.

The children participated in Book Week with a visit from the librarian of Marion Council to read stories and being part of Book Week parade at Woodend PS . They learned about the nominated story `Go Home Cheeky Animals' . They attended a Patch Theatre performance at the Marion Domain Theatre

Curriculum programs included :

Science program developed alongside the curriculum to incorporate STEM concepts into children's learning. This program followed children's interests with intentional teaching and activities/experiments to `stretch children's knowledge and thinking so as to develop inquiry and analytical approaches to everyday tasks.

Music Program from Musical Muscles teacher who worked regularly with children throughout the year teaching them about rhythm and beat using a variety of instruments and music & movement.

Physical Education focused on developing , balance, spatial awareness, core strength, and co-ordination skills through teaching children individual and group skills.

Sustainability program children learnt about their environment and were able to understand Recycle, Reduce and Reuse and speak about this to their parents

Report from the Governing Council

The Governing Council (GC) supported the centre with National Quality Standards implementation, grounds redevelopment and ICT upgrades and financial viability.

GC members had or either applied and received a Relevant History check and RAN training. All members received an Induction to Governing Council Folder and an induction session as part of the first Governing Council Meeting. These processes will continue as part of our practice in 2018.

Work Health and Safety (WHS) concerns were examined with the chairperson, centre WHS representative and the Director which included gums nuts from front yard gum trees causing a safety hazard resulting in a tree audit recommending that the trees limbs be lopped back off the paths decreasing gum nuts falling in Spring

The GC with the Director used DECD guidelines to hire a new cleaner for 2018 as the current cleaner retired at the end of 2017.

All relevant centre policies were reviewed and updated e.g. Skin Protection, Hot Weather, Behaviour Management, Healthy Food and Supply and Priority of Access. GC were informed and discussed current DECD strategic directions which are stated in `Your Child Their school our Future, Public Education Action Plan ' . Protective Practice update was also discussed at GC meetings they gave support for staff protocols for Protective Practices to be developed.

The update of the centre web page was discussed and a private company called Argon was contracted to update the page alongside DECD regulations . Our centre logo was discussed and felt an update would be appropriate in consideration of DECD Branding and Advertising Guide for Schools and Sites

Recommendations for 2018 include:the development of the front entrance and yard including sign-age and fencing, development of web page to more user friendly , development of a new logo & maintain financial viability.

Quality Improvement Planning

Quality Area 1 Educational program and practice staff identified a key priority : Educators respond to children's ideas and play and use intentional teaching to scaffold and extend each child's learning . Staff critically reflected on their intentional teaching & scaffolding to extend children's learning .They examined children's agency & voice using strategies like `wait time, and ask not tell' . Staff developed a Reconciliation Plan and Cultural Competence strategies using Kaurua Language. They critically reflected on their work by using a staff daily journal, program reviews and self review plans. This data was measured against Early Years Learning Framework and the Indicators of Preschool Numeracy and Literacy. This will continue in 2018

Quality Area 2 Children's health and safety staff identified a key priority : Effective hygiene practices are promoted and implemented. Staff reinforced hygiene practice through following children's interest and knowledge of hygiene and demonstrating hygiene procedures . Staff posted notifications of infectious diseases through notices, e-mail & on Facebook page . Child Protection Plan was enacted throughout the year focusing on the Right to be safe. These strategies are embedded in practice.

Quality Area 3 Physical environment staff identified key priority: Facilities are designed or adapted to ensure access and participation by every child in the service and allow flexible use, and interaction between indoor and outdoor space. This was achieved by the timetable being adapted giving staff and children the opportunity to use the learning environment and resources for extended periods of play where teachers used intentional teaching in play and in small groups. These strategies are embedded in practice.

Quality Area 4 Staffing arrangements staff identified a key priority : Interactions convey mutual respect, equity and recognition of each other's strengths and skills. Staff discussed their roles at staff meetings and at Performance meetings so tasks were identified and staff supported each other throughout the day Consequently mutual respect, equity , and recognition of each other's strengths and skills were extended and strengthened . This will continue in 2018

Quality Area 5 Relationships with children staff identified 2 key priorities : 1. Every child is able to engage with educators in meaningful open interactions that support the acquisition skills for life and learning. Staff critically reflected on children's conversations during the lunch period and they talked with children about healthy eating and nutrition at these times. These strategies are embedded practice.

2. Each child is supported to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflict. The Way to A Behavior program was implemented to support children with challenging and complex behavior needs. Children used the strategies to self -regulate behavior and support peers. Parents used elements and described positive changes in their children. This will continue in 2018

Quality Area 6 Collaborative partnerships with families and communities staff identified a key priority :Links with relevant community and support agencies are established and maintained .Parents participated in a Circle of Security course delivered by Darlington CC staff .Parents who participated recognised the value of the course and recommended it continue in 2018.

Quality Area 7 Leadership and service management staff identified a key priority :Effective self-assessment and quality improvement process is in place. This was achieved developing a self -review plan which linked Results Plus , MCP priorities & QIP to performance. This will continue in 2018

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2015	66	64	66	65
2016	78	76	74	74
2017	66	66	66	65

NOTE: The data is based on person counts in the two week reference period each term. Excludes pre-entry.
Source: Preschool Data Collection, Data Management and Information Systems.

Enrolment Comment

Analysis of the data reflects an increase of enrolments in 2016 due to the centre enrolling the overflow of children as the other Marion Coast Partnership preschools had reached their capacity. This seems to be a year where enrolments in the area spiked as the previous year (2015) and following year (2017) the centre enrolled at the capacity of 66. The enrolments of 2016 decreased slightly in Term 3 and 4 as children left the centre to attend Catholic schools who offered a mid year intake. Enrolments in 2015 and 2017 remained steady with one or two children leaving the centre either transferring to another centre in another suburb and or interstate.

Attendance

Year	Term 1	Term 2	Term 3	Term 4
2015 Centre	97.9%	91.9%	86.2%	94.4%
2016 Centre	88.1%	87.2%	89.6%	91.9%
2017 Centre	93.6%	91.9%	89.6%	
2015 State	92.4%	90.2%	87.8%	88.5%
2016 State	91.1%	89.6%	87.9%	87.9%
2017 State	90.6%	88.8%	86.7%	

Based on attendances recorded in the two week reference period each term. Data for eligible enrolments as described in the DECD 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.

Attendance Comment

Analysis of the data indicates that the centre had a higher average attendance than the State in 2015 and 2017 while the data indicates a lower than State average attendance for 2016.

During 2016 there were higher enrolments and lower attendances. In 2016 there were twin Aboriginal Children and a GOM child who were irregular attendees. Strategies to encourage attendance included being in regular contact with families and emphasizing the importance of regular attendance for improved learning outcomes and wellbeing for children. The Aboriginal attendance was low due to illness and family situations while the GOM child was irregular due to illness, family issues and custody commitments.

In 2015 & 2017 children did not attend due to illness and going on extended holidays. In all these instances children's parents gave reasons for children's prolonged absences.

Destination Schools

Feeder Schools (Site number - Name)	2015	2016	2017
0379 - Reynella Primary School	0.0%	1.4%	0.0%
1056 - Woodend Primary School	95.2%	91.9%	92.3%
1537 - Sheidow Park Primary School	1.6%	1.4%	0.0%
8014 - Woodcroft College Inc	0.0%	0.0%	1.5%
8390 - Prescott College Southern	0.0%	0.0%	1.5%
8405 - Emmaus Christian College	0.0%	1.4%	0.0%
8456 - St Martin de Porres School	3.2%	2.7%	3.1%
9029 - Our Lady of Grace School	0.0%	0.0%	1.5%
9074 - Stella Maris Parish School	0.0%	1.4%	0.0%
Total	100%	100%	100%

NOTE: The data is based on person counts in the two week reference period each term. Excludes pre-entry.
Source: Preschool Data Collection, Data Management and Information Systems.

Destination Schools Comment

Over 90% of children exiting 2017 will be attending Woodend PS in 2018 while 2 children will attend St Martin de Pores Catholic School and Prescott College & one child will attend either Reynella East ,Stella Maris Catholic School, or Woodcroft College.

Twin boys exited Term 4 to Somerton Park Kindergarten due family moving into that area. Another child (GOM) attended in Term 4 to get the preschool experience at the centre , she previously attended a Child Care preschool service .Staff maintain a strong relationship with Woodend PS throughout the year and support all schools with their transition processes.

Client Opinion Summary

Thirty seven surveys were distributed with 12 surveys returned even after reminders. This sample is not indicative of the 66 families who attended the centre throughout the year. The responses in each category indicated that over 80% of those surveyed agreed or strongly agreed that there was quality of teaching and learning, support of learning, relationships and communication and leadership and decision making. However there were some statements where there were neutral responses and some where parents disagreed. Examining those statements some parents indicated that they would like to be more involved with the program, gain feedback about children's learning and governance of the centre. However, on balance those surveyed were satisfied with the program, curriculum, service delivery and leadership of the centre.

Reflecting upon these issues during 2017 parents/caregivers were invited to speak with staff about their child's learning throughout the year. There were parent teacher interviews to discuss children's learning in Term 3 with 2/3 responding while 1/3 did not respond to this invitation. Staff discussed the end of the year Statement of Learning report to parents. Staff are available to talk informally to parents at the beginning and end of sessions and the Director is available for phone calls and e-mails about children's learning. The program is displayed on the centre notice board and feedback about the curriculum to parents is documented through big books, photographs and face book posts. Parents are invited to be part of the program through newsletters and requests from teachers. All these strategies need to be made more explicit and visible to all parents in 2018 so involvement and feedback becomes a reciprocal process. Governance will be highlighted in 2018 so as to encourage parents to be part of GC and or sub-committees.

DECD Relevant History Screening

Teachers received clearance through the Teachers Registration Board and ECW in preschool, occasional care, preschool support and bilingual workers presented their certificates. Relief teachers and ECWs present Criminal History documentation.

GC members have a Relevant History check and third parties like the cleaners, gardener and private providers like Speech Pathologists and Occupational Therapist presented a Criminal History clearance. Students on practicum for Certificate 3 in Children's Services and Diploma of Children's Services presented Criminal History certificates. All documentation

Financial Statement

	Funding Source	Amount
1	Grants: State	
2	Grants: Commonwealth	
3	Parent Contributions	
4	Other	

2017 Preschool Annual Report: Improved Outcomes Funding

Improved Outcomes Category (where applicable to the site)	Briefly describe how the 2017 funding was used to improve the relevant DECD Standard of Educational Achievement outcomes (where applicable);*	Outcomes achieved or progress towards these outcomes:
Improved outcomes for numeracy and literacy	Staff used the Preschool Indicators of Numeracy and Literacy in particular learning processes for numeracy included generalizing, noticing, wondering, comparison, reasoning, numbering, patterning and using mathematical language and for literacy communication, creating and making meaning, encoding, and decoding and reflecting critically. The teachers used these process to scaffold and 'stretch' and challenge children's learning. The MCPreschool children's voice inquiry project supported our thinking on children's involvement in numeracy and literacy learning in the play and small group environment	Targeted PD with Deb Lassoock and the use of the Preschool Indicators Tracking and Monitoring tool highlighted identified elements which needed to be strengthened in 2018
Improved ECD and Parenting Outcomes (Children's Centres only)		
Improved outcomes for children with disabilities	In 2017 3% of the total enrolment (2 children) had additional needs including behavior and speech & language delay. Plans were devised to support their learning at preschool in consultation with DECD consultants and relevant private providers. Preschool support hours were used to help these children reach their individual learning goals. The children who were not supported with preschool support hours were assessed by DECD speech pathologist & received home programs	The speech child exited with no support required at school while the behaviour child will require on going support. Home programs were used with positive results
Improved outcomes for children with additional language or dialect	There were three children who received support for an additional language being Gultati A Bilingual Support worker was DECD funded for 30 hours. The Bilingual Support Worker concentrated on the children's comprehension and expressive language in English in play and in small group times.	At the end of the year all the children were confident and capable in our learning environment and could speak and be understood by the children one to one and at group times.

* The DECD Standard of Educational Achievement is defined as children and young people progressing and achieving at or above their appropriate year level.