



Woodend Children's Centre

2020 annual report to the community

Woodend Children's Centre Number: 3689

Partnership: Marion Coast

Signature

Preschool director:

Ms Emmy Kiriakou

Governing council chair:

Sarah Bailey

Date of endorsement:

1 February 2021



Government
of South Australia
Department for Education

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 (3 sessions have under 2 requirements).

Program highlights for 2020 included children learning about cultural celebrations. Special events and festivals like Harmony day, Easter, Diwali and Christmas depicted the many stories of Australia to the children. As part of our Reconciliation Program we introduced the Kurna language program to the children which included many songs and games and acknowledgment of country. During NAIDOC week the children and educators discussed the connection to country with the emphasis on the theme 'Always Was Always Will Be...'. The Child Protection Program focussed on children's awareness of fair and unfair behaviour, rights and responsibilities and feelings.

Our vegetable garden flourished this year starting with donations of potting mix, fertilizer, seedlings and plants from families, then children planting and watching carrots, beetroot, spinach, potatoes and lettuce grow. Children enjoyed eating variety of salads throughout the year.

The children enjoyed and were engaged with Dress up Days and lunches, throughout the year which had themes connected to vegetables in our garden, heroes and crazy hair.

Book Week was celebrated this year with the theme Curious Creatures Wild Minds. Children dressed up in an array of wild creatures, super heroes and brought their favourite creature books to Educators read Children's Week shortlisted books. Breakfast at preschool was celebrated with healthy food and children arriving in their pyjamas.

The Music Program from Caleb Mason of the Musical Muscles taught children about rhythm, beat and rhyme using a variety of instruments and music & movement. Borrowing from the Nature Education Centre during Term 4 had the children excited about the animals and insects.

Governing council report

The Governing Council (GC) supported the centre with National Quality Standards implementation, 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 2021.

Work Health and Safety (WHS) concerns were examined with the Chairperson, WHS representative and the Director with the following actions completed:

- Risk Assessment for the replacement of swings
- Policy and Procedures updates with Sun Safe policy ratified by GC and in accordance with Skin Cancer Council guidelines

The Governing Council members elected to be part of a sub-committee to concentrate on particular projects. The sub committees were for Playground Development, Governing Council Operations and Curriculum. The on-set of Covid 19 restrictions made the full function of these committees difficult throughout the year with project put on hold till 2021. However, there were fundraising events like an April raffle, children's tea towels and children's melamine design plates which raised funds for our Nature Education subscription and incursions. Governing Council of 2021 will continue projects and sub-committee started in 2020.

Improvement planning - review and evaluate

The Preschool Quality Improvement Plan (PQIP) 2020 had a focus on Literacy and Numeracy. There were 2 goals identified as:

Goal 1 Literacy: Children will choose to engage with a diverse range of text in the learning environment. As Educators we were required to critically reflect, plan and provide opportunities for children to engage and make meaning from a diverse range of text. For this to be achieved we would see children accessing text independently, see children using text for their own purpose, in play situations as they interact independently and with others. Educators provided a diverse range of text (fiction and nonfiction) in the reading area that reflected children's interests and modelled reading. As the year progressed more non-fiction, catalogues and children's bookmaking books, picture books & big books were added to the reading area and other learning areas inside and outside. This meant Educators encouraged and supported the use of text in children's play in every learning area. These targeted strategies enhanced children's literacy and every child demonstrated improvement throughout a challenging year.

Goal 2 Numeracy: Children will use standard and nonstandard objects and tools to explore, compare and measure in their learning environment. As Educators we focussed on using consistent mathematical language for measurement and intentionally programmed for measurement in the play environment. For this to be achieved we would see children using objects and tools to measure and compare during their play and observed how children used formal and informal measurement tools to measure and compare in play. As this progressed Educators provided multiple opportunities for children to develop info graphs, charts and measurement bags containing formal measurement tools like rulers and tape measures in the environment. These targeted strategies enhanced children's numeracy and every child demonstrated improvement throughout a challenging year.

Other National Quality Areas

Quality area 3 : The service cares for the environment and supports children to become environmentally friendly. This was achieved by Educators implementing the 'the reuse, recycle and reduce initiative' for all products used in the centre such as food packaging and use of craft in the art areas. The vegetable garden was established for seasonal vegetables which the children watered, harvested and ate. They also cared for our garden by watering plants and weeding with educators. These strategies will be part of the programme for 2021.

Quality Area 6 : Effective partnerships support children's access, inclusion and participation in the program. Educators developed specific strategies to support children with additional rights, bilingual children, Aboriginal children and GOM children to access and participate in the program. They regularly communicated with their parents to establish children's needs to access additional services and funding. Our partnerships with parents continued throughout the year with feedback on children's learning as each child received an Individual Learning Plan and a parent/teacher interview via phone. Each child received a Summative (Exit) report at the end of the year detailing learning and achievements for parents and their school. Our day book and Facebook posts were popular and depicted centre life. Due to Covid 19 restrictions extended face-to-face meetings didn't occur which led to a perception of no feedback being given. Educators will explore other platforms to distribute individual feedback in 2021.

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2017	66	66	66	64
2018	58	58	58	59
2019	65	65	65	65
2020	54	N/A	52	53

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

Enrolments in 2017 remained steady with one or two children leaving the centre either transferring to another centre in another suburb and or interstate. There were lower enrolments in 2018 with other centres in the Marion Coast being at capacity. One child left after 2 terms of preschool through parent choice and one child entered in term 4. In 2019 enrolments were steady and near capacity of 66. In 2020 our capacity lowered to 55 and the numbers remained consistent during terms 1, 3 & 4 being under the capacity of 55 children. Term 2 enrolments remained the same during the Covid 19 restrictions .One child left to attend St Martin de Porres Catholic school end of term 2. There has been a decline of enrolments and the centre will actively advertise for enrolments through social media platforms and the community.

Attendance

	Term 1	Term 2	Term 3	Term 4
2017 centre	94.0%	91.9%	89.6%	90.4%
2018 centre	92.5%	87.4%	83.5%	86.9%
2019 centre	93.4%	89.1%	78.0%	93.4%
2020 centre	91.9%	N/A	81.5%	81.5%
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

Analysis of the data indicates that the centre had a higher than average attendance than the State in 2017. Centre attendances were similar to State attendances in 2018 and 2019 . In 2020 Centre attendances were higher than the State in term 1 and similar in term 3. The Covid 19 restrictions saw a decrease in attendance at the beginning of term 2 with a slow increase to full attendance by the end of term. Aboriginal 3 year old children and GOM child attended regularly, however there were 2 other children who were irregular attendees due to illness and family situations. All absences are reported by parents to the centre either via email, phone calls or by letter. We encourage attendance by being in regular contact with families and emphasizing the importance of regular attendance for improved learning outcomes and well-being for children.

Destination schools

Feeder Schools (Site number - Name)	2017	2018	2019	2020
8456 - St Martin de Porres School	3.0%	3.0%	1.6%	6.0%
1056 - Woodend Primary School	92.0%	84.0%	95.2%	88.0%

NOTE: The data is collected in Term3. 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

Analysis of the data indicates more than 90% of our children enter a mainstream primary school. As we are co-located with Woodend Primary School most of the children attend this school. Our main independent feeder school is St Martin de Pores Catholic School with 1-2 children attending from 2017-2019 . There was a slight increase in 2020 of 4 children with one leaving midyear and the other 3 at the end of the year. These schools are within 2 kms of the centre and are within walking distance or short car ride from home. Other local government schools receive one child each year and schools with special classes such as Braeview and Aberfoyle R-7 have received two children during this period. These schools are within 5 kms and children attend through parental choice or to match their specific needs.

Client opinion summary

The 2020 Client Opinion survey had 27 responses from the 52 families who attended the centre throughout the year. All families were provided with the information to participate. Not all questions were answered.

The responses in each category indicated that between 80- 95% 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 questions where there were neutral responses and those questions indicated that some parents would like to be more involved with the program, gain feedback about children's learning and governance of the centre. On balance those surveyed were satisfied with the program, curriculum, service delivery and leadership of the centre.

A key point which was reflected in the comments of a few parents was that they felt they would like more communication about their child's learning on a more regular and secure platform would be beneficial. In 2021 educators will continue with a telephone interviews and introduce and invite parents to regularly borrow their child's portfolio of work so as to give and receive feedback about learning. Pre Covid 19 this was an area where parents were freer to communicate with educators and this has impacted on parents perception about service delivery. Educators will develop strategies and feedback mechanisms to action the above as part of our improvement planning cycle.

Relevant history screening

Teachers received clearance through the Teachers Registration Board and ECW's in preschool, occasional care, preschool support and bilingual workers presented their certificates. All relief teachers and ECW's presented Criminal History documentation.

Governing Council 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. Secondary work experience student presented documentation. Covid 19 paper work was completed by all teachers, ECWs, relief staff and contractors.

Financial statement

Funding Source	Amount
Grants: State	\$482,796
Grants: Commonwealth	\$0
Parent Contributions	\$32,570
Other	\$2,692

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	Educators used this funding to attend professional development in literacy and numeracy. They attended professional development (PD) on numeracy in particular measurement and literacy on children's text development through bookmaking. Staff used this training to continue embedding intentional teaching through play.	Embedding PD numeracy and literacy outcomes in the planning /review cycle and the emphasis on using relevant resources and research .
Improved ECD and parenting outcomes (children's centres only)	Although the Centre name is Woodend Children's Centre we are not classified as one by the Department and do not have additional services other than preschool and Occasional Care.	n/a
Inclusive Education Support Program	In 2020 there were 2 children who had One Plans having autism level 2 diagnosis & severe language delay. One of these children had an oral care plan while the other had significant behavior issues. There were 3 children who had significant speech issues. Preschool support funding was used to plan and review goals .	All these children are independent and confident learners. They are progressing and achieving at their appropriate year level.
Improved outcomes for non-English speaking children who received bilingual support	In 2020 one Mandarin speaking child received bilingual support for 20 hours which supported him to access and participated in the learning program, He became more aware of routines and the day was explained to him in his first language. He became more independent to access and participate in the program.	This child has become a confident learner in our environment. He is progressing and will need support in the school setting

* The department's standard of educational achievement is defined as children and young people progressing and achieving at or above their appropriate year level.