

2023 annual report to the Community

Gawler & Dist College B-12 Chn Ctr

Gawler & Dist College B-12 Chn Ctr number: 2624

Partnership: Greater Gawler



Preschool director:

Jasmin Lowcock

Date of endorsement:

06/02/2024

Context Statement

Information about Gawler & Dist College B-12 Chn Ctr is available on the centres website, as well as the Australian Childrens Education and Care Quality Authority (ACECQA) website.

Gawler and District College B-12 Children's Centre is a Department for Education (DfE) centre.

The centre offers Preschool, Occasional Care and free Community Programs such as supported playgroups, Speech and Occupational Therapy (with a focus on zero to three years), parenting workshops, CAFHS health checks and baby massage that are available to all families.

In 2023 we became the lead site in the Outer North Child Development Check Pilot and employed a Screener and Administration assistant who have implemented a free Development Check program across four centres in the Gawler and Mid North area. In 2024 we will offer virtual follow up development checks to families that took up a check in the early part of the project.

Our Preschool Quality Improvement Plan (PQIP) is reflected on and monitored throughout the year. Data gained as a result of PQIP actions are used at reflections and monitoring points to gain deeper insight. The insights gained from reflection and monitoring are immediately actioned where possible to ensure the PQIP remains flexible to current needs and conditions.

In 2023 the preschool and educator team explored Early Years Learning framework v2.0 and began to use the new version in curriculum planning and learning documentation. We introduced a more comprehensive curriculum planning process which incorporated planning in 5 developmental domains (Social, Emotional, Cognitive, Language, Physical) and the Child Protection Curriculum. The newly released Curriculum Domain documents developed by the department's preschool curriculum development team became a useful resource. The first mid year intake saw enrolments increase physical capacity, an additional teacher appointed and required changes to planning processes to cater for both cohorts.

Educators engaged in professional learning about Bookmaking, Emergent Literacy, Music education, Pedagogical Documentation and Behaviour Support. Each topic allowing the team to develop a shared understanding of the theories and strategies that we then incorporated into our practice.

In 2023 educators participated in collaborative planning meetings where individual children's formative assessments were analysed and goals devised to discuss with the child and family. Educators began to include children in planning their learning goals and participated in coaching sessions with Prof Alma fleet developing skills in Pedagogical documentation. These processes supported all educators to have a clearer understanding of the planning cycle for each child and confidence grew in use of ICT and documentation.

Our Occasional care program continued with higher attendances in the over 2 group, serving as gentle introduction to care outside the family home and supporting many children to develop independence and confidence.

Our playgroups continued to grow in numbers across the year with the number of parents and babies accessing services increasing. Our community Development Coordinator supported the planning for a new playgroup at Evanston Gardens and liaised with Pink Parents to establish a new playgroup for LGBTQAI+ families in our community. We also introduced a cultural playgroup, Minya Ones, supported by staff from Gawler and District College and mentored by the Learning Together Communities team.

Our self review process revealed that more comprehensive, holistic learning documentation was recorded and educators had stronger evidence to inform reporting to parents. We also identified that we could improve our processes around making the learning process visible to children to ignite revisiting learning opportunities and engage in conversations about learning with children.

Jasmin Lowcock, Centre Director

Governing Council

It has been a busy year for Gawler Children's Centre, as we moved beyond the challenges of COVID and took advantage of new opportunities to support children and families in our community.

Enrolments increased at the Centre and staff started to use the SeeSaw app to keep our families informed about the many fun activities children are participating in at school.

We were also excited to be chosen as a host site for the Child Development Check Pilot and have expressed interest in the Preschool Out of School Hours Care trial, both new state government initiatives. The Child Development Check Pilot started in August 2023 and will continue for an 18month period. The Centre has welcomed a small team f who are now offering free checks to children aged 1-5 years to identify strengths and any developmental concerns. Next year, we are hopeful that our site will be selected to host a trial out-of-school hours care program for preschool children, as part of the state government's response to the Royal Commission into Early Education and Care.

The Centre had a busy maintenance schedule in 2023, with changes to our internet arrangements, a well-loved boat installed in the outdoor area and further plans to upgrade our perimeter fencing. Children at the Centre benefited from extra training undertaken by staff in music therapy, behaviour management and other areas.

Council members collaborated with staff to host some very successful 'Night Kindy' orientation events and a Grandparents Day in November. In meetings across the year, we reviewed a number of policies, monitored spending and tracked progress on a joint

Reconciliation Action Plan with Gawler B-12 District College. alongside this, a new philosophy for the Centre was developed with input from children, parents and staff.

Once again, our impressive Community Development Director Kim Wright coordinated a busy calendar of community activities in the Centre, including playgroups and family workshops. These events provide an important means of support and connection for families in our community, and we thank Kim for her tireless efforts in this space.

In closing, the Council would like to thank Director Jasmin Lowcock and her team of dedicated staff for their work throughout the year and welcome new Council members for 2024.

Leigh Kinsela, Chairperson 2023

Preschool Attendance

	Term 1	Term 2	Term 3	Term 4
2020 centre	88.1%	82.6%	81.2%	82.6%
2021 centre	88.7%	84.8%	70.3%	77.9%
2022 centre	84.1%	78.1%	78.1%	76.1%
2023 centre	85.2%	80%	81.8%	78.4%
2020 state	89.1%	81.8%	84.6%	85.8%
2021 state	87.3%	85.3%	87.1%	84.5%
2022 state	83.6%	77.6%	77.9%	77.8%
2023 state	85.4%	82.9%	83.4%	81.4%

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. Data Source: Department for Education Attendance Data, Semester 1 Report 2023. A blank cell indicates there were no students enrolled.

Note: Term 2 2020 data may not be available for all preschools.

Attendance Comment

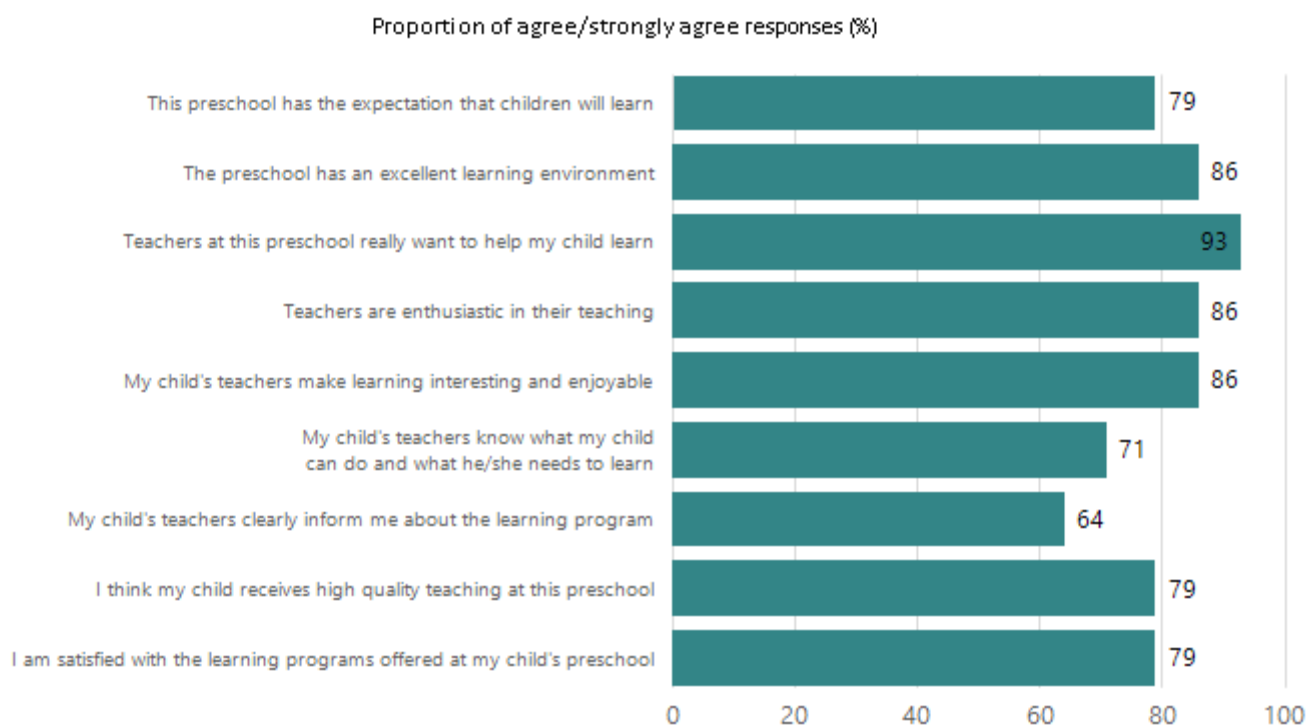
In South Australia, preschool attendance is not compulsory, but it is strongly encouraged. Preschool gives children the best opportunity to develop skills, which prepare them for school. These benefits include establishing positive routines and habits, friendships and connections as well as developing communication, problem-solving and creative skills. All children are entitled to access a preschool program over 4 terms the year before they start school.

In 2023 we introduced a new attendance pattern with children attending two full days each week, either at the beginning or end of the week, plus four Wednesdays each term, eliminating half day sessions. 2023 saw a slightly higher attendance rate.

The change required educators to change how and when planning was done and weekly child planning meetings were introduced where a team met after hours to collaboratively analyse learning documentation and make plans for a group of children. The process involved teachers and early childhood workers and resulted in all educators having a better understanding of children's goals and more direct input in recording their progress.

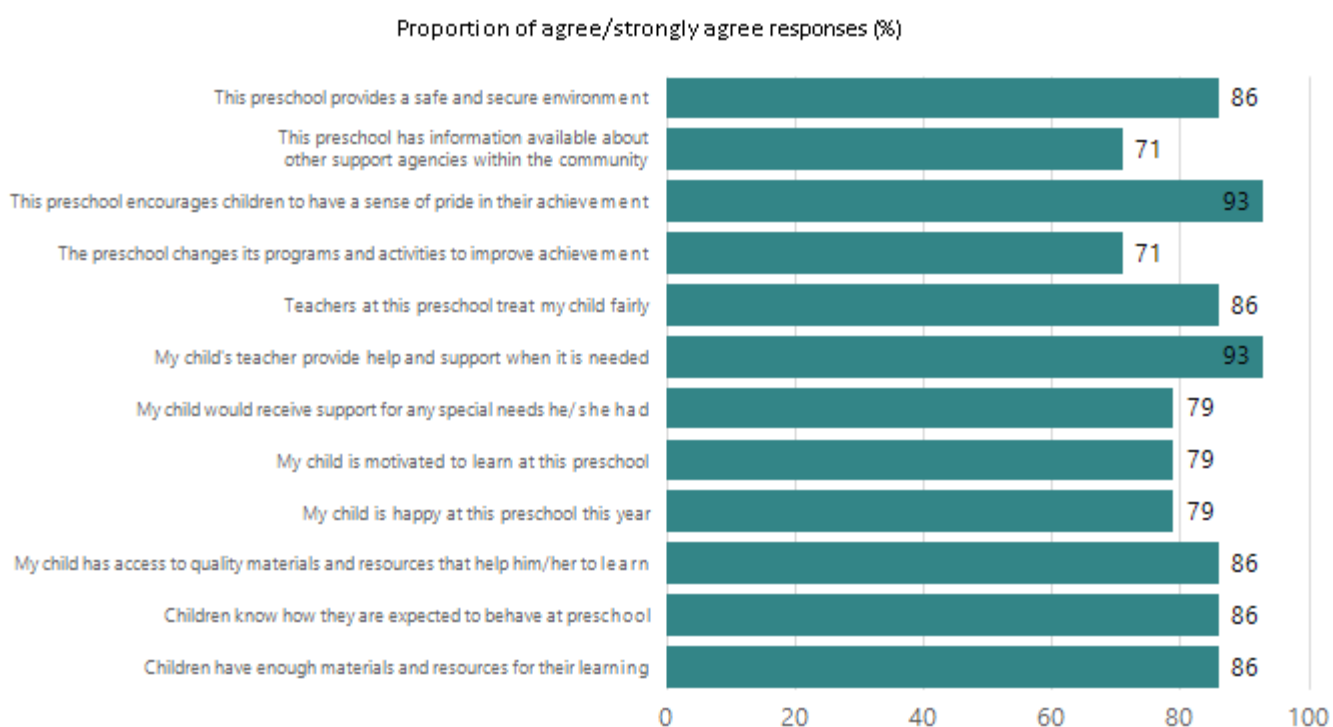
Preschool Family Opinion Survey

Quality of Teaching and Learning



Data Source: 2023 Department for Education Preschool Family Opinions Survey, Term 3 2023.

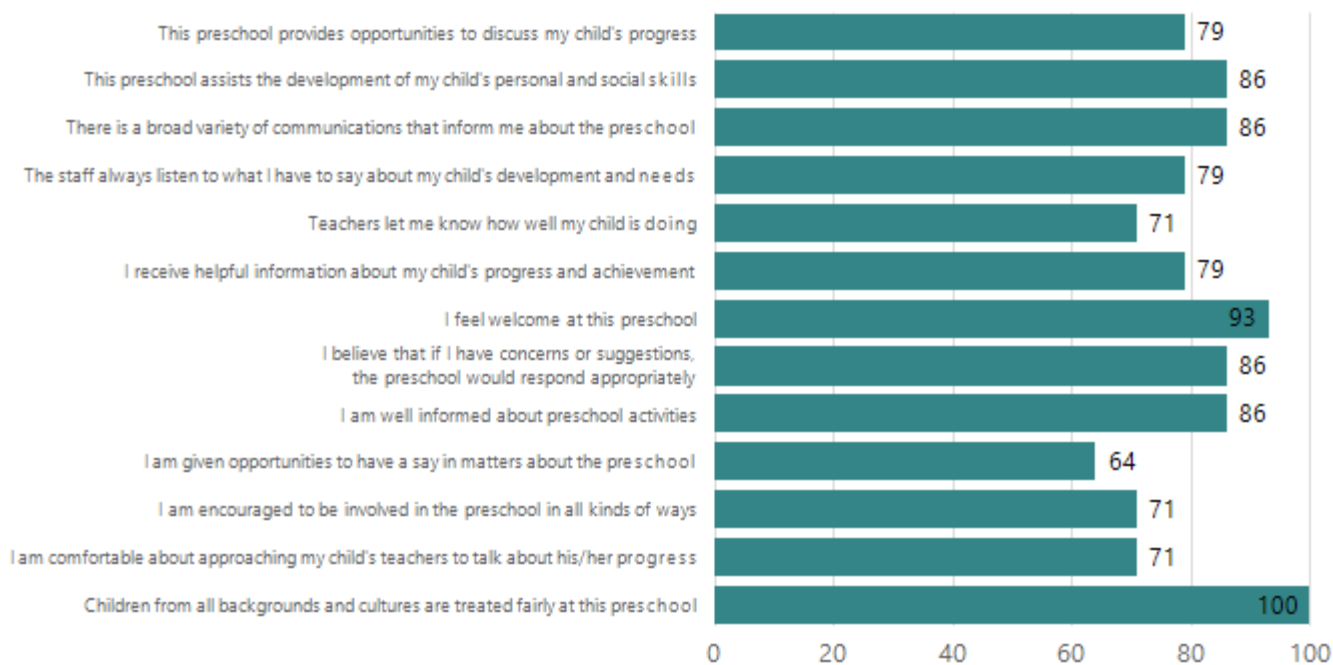
Support of Learning



Data Source: 2023 Department for Education Preschool Family Opinions Survey, Term 3 2023.

Relationships and Communication

Proportion of agree/strongly agree responses (%)



Data Source: 2023 Department for Education Preschool Family Opinions Survey, Term 3 2023.

Leadership and Decision Making

Proportion of agree/strongly agree responses (%)



Data Source: 2023 Department for Education Preschool Family Opinions Survey, Term 3 2023.

Destination Schools

Feeder Schools (Site number - Name)	2021	2022	2023
0141 - Gawler Primary School		4.6%	7.1%
0142 - Evanston Gardens Primary School	12.2%	14.9%	11.2%
0774 - Gawler and District College B-12	51.2%	43.7%	39.8%
1008 - Gawler East Primary School			3.1%
8000 - Catherine McAuley School		3.5%	
8164 - Trinity College South School	3.7%		5.1%
8165 - Trinity College Blakeview School	3.7%		
8337 - Trinity College North School	4.9%		3.1%
9036 - St Brigid's School	8.5%		
9999 - Unknown	6.1%	25.3%	24.5%

Note: The data is collected in term 3. It does not reflect actual schools enrolled in by existing preschool children. A blank cell indicates there was no data for students enrolled.

Data Source: Department for Education Destination Data Report, 2023.

Highest Qualifications held by the teaching workforce and workforce composition

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

Qualification Level	Number of Qualifications
Bachelor's degrees or Diplomas	5 Bachelor's degrees, 7 Diplomas
Postgraduate Qualifications	2 Post Graduate qualifications

Data Source: Data extracted from Mandatory Workforce Information Collections as on the last pay date of June 2023. As self-reported by staff in the system.

Please note: Data includes staff who are Actively employed and on extended paid leave. Please note only the highest qualification of the Teaching staff is reported. Excludes any number of other certifications earned.

Workforce composition including indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	3.4	0.0	5.7
Persons	0.0	4.0	0.0	9.0

Data Source: Data extracted from Mandatory Workforce Information Collection as on the last pay date of June 2023.

Please note: Data includes staff who are actively employed and on extended paid leave. "Indigenous category" is self-reported by staff in the system.

Financial Statement

Funding Source	Amount
Grants: State	\$1,083,621.04
Grants: Commonwealth	0
Parent Contributions	\$45,626.95
Fund Raising	0
Other	\$ 13,295.00

Data Source: School supplied data.