



Gawler & Dist College B-12 Chn Ctr

2022 annual report to the community

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

Partnership: Greater Gawler

Signature

Children's centre director: Jasmin Lowcock

Governing council chair: Chloe Smith

Date of endorsement: 9 April 2023



Government
of South Australia
Department for Education

Context and highlights

During 2022 our Centre continued to offer Preschool, Occasional Care and Community programs.

The Centre offers capacity building programs for parent/caregivers facilitated by various agencies including Child and Family Health Services, Allied Health Services, My Time Program, 54 Reasons offering two Supported Playgroup Programs. The Speech Pathologist and Occupational Therapist continued working with families to help them gain access to programs to meet their children's specific needs. The Community Development Coordinator continued in her role as an employee of DHS Services and is based at the site.

96 different children were enrolled in the preschool program for part or the whole year in 2022, with between 80 and 88 children enrolled at any one time. 47 different children were enrolled in the occasional care program at some time in 2022. Groups attending our community programs grew as the year progressed, often at maximum capacity given our room density limitations.

Covid safe procedures were implemented including spending as much time outdoors, windows open to support ventilation, limiting the number of adults and time spent indoors and wearing masks. All Educators undertook Rapid Antigen Tests 3 times/week to ensure we did not bring the virus into the setting.

During term 1 the Directors position was advertised for a 5 year term. Our Community was represented on the selection panel by Governing Council member Ashley Dwyer. In late March Jasmin Lowcock was appointed to the role until January 2027.

Over the past 15 months much of the furniture in the preschool learning environment has been replaced. Items were sourced to reflect the site's commitment to sustainability and create a homely atmosphere in each of the spaces. Items were donated or purchased second hand from within the community and upcycled or adapted to suit their new purpose. Limiting the colour pallet to greens has added to the calm atmosphere. The new glass door fridges gave the children a sense of independence and autonomy. We have received positive feedback from many visitors including relief staff, Autism SA support staff, visiting therapists and local Council staff and MPs that it feels calm, welcoming and homely. We strived to create a sense of hygge – a Danish term meaning to create a nice, warm, atmosphere and enjoy good things in life with good people around you. We hope all who visit, play and learn in our spaces feel it too.

During term 3 our educators and preschool children were excited to visit the school library and agricultural studies areas regularly, our first excursions since the pandemic precautions were put in place. Preparing constructions, paintings, drawings and clay sculptures for the Art show in November was supported through the mini workshops introduced as part of our daily routine. One group of children engaged in a workshop with Scott Rathman, our mural artist, at which ideas were generated to inform the design for the mural on the front of our building.

'The design represents a sunrise...the sunrise is the promise of a new beginning and that we leave behind tomorrow to start today with a clean slate....the iconography on the right represents children playing together and on the left learning.....

And on the little shed -- a design symbolising a journey between 2 places....to represent the journey a child is on...' Scott Rathman Nov 22

The preschool year concluded with a short celebration concert for small groups of families and an exciting performance by the amazing drumming monkeys on the last day of the year.

At the end of 2022, Monica Fergusson who had worked at the site as an ECW, Occasional care worker and teacher in recent years won a position at a nearby preschool. Also at the end of 2022, Karen Webb made the decision to retire after many years teaching at the site. Lucy Farran, our Occupational therapist also decided to conclude her time at our site.

Governing council report

The AGM was held on Wednesday the 23rd of March - all positions were declared vacant and filled by new members on this day.

Whilst we headed into the new year with new rules regarding Covid, we managed to head back into a sense of normality by bringing parents back through the preschool gates for drop off and collection. Community groups began to run, with the introduction of masks at each group which, thankfully towards the end of the year were able to be removed so that families were able to enjoy the groups with a sense of normality.

As we moved into term 2 a main focus of the governing council was the centre's 10 year anniversary. The council wanted to ensure it was a celebration to remember and worked tirelessly together to put together the family fun evening in November that was a huge success! All the children from preschool held an art exhibition throughout the building, and all the community groups had a piece of art to represent their group.

The unveiling of the magnificent artwork by Scott Rathman on both the community side of the building on the shed and the front wall of the building was also a highlight of the 10 year celebration.

Moving in to term 3 we approved some works around the Centre that included new fans and a power point in the preschool side, as well as new carpet mats in the main playroom. On the community side we agreed to move an existing fence, which opened up the community outdoor area and made the community shed more accessible for all who use this area. New signage was also in the works for the centre.

As we rocketed towards the end of the year - the council agreed to not increase the fees due to the current high cost of living. We also learned that as of 2023 enrolments would occur as beginning of the year and mid year - which creates new and exciting challenges and changes for all involved.

Many topics were brought up regularly through each meeting, including school traffic management and children safety at the crossing. Many ideas were shared and the Centre and the school continue to try to work together to make this a safe area and easy driving for all.

One of the last things as a council we decided on was a change in the times of the preschool - in an effort to promote better attendance. Previously poor attendance was noted on the half day of preschool, so in an effort to reduce that and make preschool more accessible for all families who may be working we decided to change the timing to 3 full days/2 full days a week alternating for each group.

Chloe Smith
Chairperson 2022
15th March 2023

Preschool quality improvement planning

Learning improvement goal 1: To strengthen children's ability to represent and interpret ideas symbolically; through pretend play, drawing and mark making.

Educators increased focus on symbolic play through the provision of props, physical space and time had an impact on the type and quality of role play. Home based play was always available in the home corner and mud kitchen which allowed children to engage in role play based on known experiences and develop story lines around less familiar experiences. Shopping, cooking, caring for babies and visiting family members were regular themes explored across the year. Weddings, performances, hospital and vet play were also explored as well as role play based on known (video) games with very few props. Children created objects needed for their storylines- tow bars for trailers to go camping, money for shops, dummy for the baby, floaties and bathers for the dolls, microphones and designed and created dresses for performances. Educators were more confident to engage in and encourage pretending and the pretend play rubric gave educators a consistent way to describe how play was progressing. Children were encouraged to add to their representations to include words and across the year a few children created texts that they shared with the group which included letter strings or mock writing as well as writing by educators as requested by the child. During the year educators monitored name recognition and name writing but did not specifically track symbolic representation through mark making in a systemic way.

Further exploration of first phonemes in words and letter sound correspondences will support children who are ready to learn letter sounds. Many children demonstrated that they knew the letter names of the letters within their own name which suggests they have the capacity to learn the most common sound some letters represent. Engagement in the emergent literacy project with a speech pathologist will support educators not previously exposed to Phonological awareness training and implementation of book based programming.

Learning improvement goal 2: To increase children's understanding of the processes that support early mathematical thinking and support them to develop number sense to help make connections across other numeracy concepts.

We found that many of our resources allow for sorting and identification of attributes- train set, spoons in mud kitchen, blocks, dolls clothes, paint brushes. So there was always the opportunity to encourage noticing and describing what was the same or different. Children could describe why they wanted a particular item and what was different about it (a particular doll, pram, bike, dough roller). Packing up was a process where we could make decisions about which objects to pack away together based on attributes. Children showed progress in their ability to accurately quantify, recognize numerals quite quickly after the processes were modelled, eg demonstration of counting on, or organising objects on a ten frame. In our mini workshops children could model for each other and demonstrate their knowledge and thinking. It was interesting that more children could count fixed objects accurately than moveable objects.

The shared text, Mathematics in Early Childhood Education, and the opportunity to discuss its content and devise actions to implement improved all staff members knowledge about maths. Nominating 2 educators to lead the development of a way of assessing and recording children's mathematical understanding was also an effective way to progress the implementation of learning from the text. Sharing methods and strategies at pupil free days also helped to build understanding. The introduction of mini workshops gave the opportunity to model various ways of determining 'how many' which supported children to learn from each other through opportunities to subitise, use ten frames and number lines.

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	86	87	78	84
2020	82	83	83	85
2021	84	83	82	86
2022	80	86	87	88

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	90.4%	86.7%	83.4%	84.6%
2020 centre	88.1%	82.4%	81.2%	82.6%
2021 centre	89.0%	85.6%	70.7%	77.9%
2022 centre	84.1%	78.2%	77.9%	78%
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

During 2022 parents were asked to keep children home if they had any Covid like symptoms and if they tested positive to COVID. This resulted in reduced attendance rates and challenges in booking relief staff when educators were also absent either due to being a close contact themselves or needing to be home with their own children. During 2022 we reviewed our attendance rates and attendance pattern options to identify options that suited a greater majority of families and would result in more children accessing their entitlement of 15 hours preschool each week. Past years attendance rates were examined by the staff team and Governing Council in June. Current families' perspectives were sought through a survey. A new attendance pattern and revised times for 2023 were approved by the Governing Council in September and attendances will be monitored throughout 2023. When children are absent without explanation educators contact families and make every effort to support families to connect with other services that could assist with improving outcomes for their child.

Destination schools

Feeder Schools (Site number - Name)	2019	2020	2021	2022
8000 - Catherine McAuley School	0.0%	2.9%	0.0%	9.2%
142 - Evanston Gardens Primary School	34.3%	34.3%	26.0%	40.0%
9106 - Faith Lutheran College Junior School	0.0%	0.0%	0.0%	6.2%
774 - Gawler and District College B-12	94.3%	68.6%	109.1%	116.9%
141 - Gawler Primary School	14.3%	14.3%	5.2%	12.3%
9036 - St Brigid's School	0.0%	0.0%	18.2%	6.2%

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

N/A

Family opinion survey summary

Parent perspectives were sought across the year through a variety of methods. During term 1 parents participated in discussions with their children's teachers to support the development of learning goals. Following these discussions feedback was sought with many families acknowledging that educators knew their children well and they appreciated the process, and some eagerly sought additional information about how they could help their child at home.

In term 3 teachers provided every family with feedback about their child's progress and updated their learning goals. Parents were asked to provide feedback about their child's progress and comment on how their child was feeling about starting school and what they hope would happen so they can get off to a good start. Approximately 50% of families provided written feedback, many citing examples of their child demonstrating progress in their goal areas in other settings. The information provided by parents about children being a bit worried about school led educators to encourage school teachers to visit and spend time with children at preschool and extended opportunities to role play schools in various areas.

Also, in term 3 we surveyed families about session times. 30% of families responded and provided clear guidance that the half day was difficult to plan around which resulted in the decision to change to all full days in 2023.

Department for Education's online Parent Opinion Survey was distributed in September. Less than 15% of families responded. Comments made were positive and over 80% of families either agreed with the statements in each area. Comments submitted:

'I am so lucky to have such a devoted team helping to prepare my son for school'

'There is always someone to speak to who knows my child well and can answer any questions no matter how long it takes I always feel heard and included.'

'Always notified of achievements and where we can help my child too.'

'Teachers kept me in the loop with everything that needed to be done or that they were working on. They have gone above and beyond my expectations from a preschool and I'm very much satisfied that they have my child's and every child's best interest at heart.'

There was some disagreement to the questions about parents being involved in the in the preschool's educational activities (Q42) or to be involved in all kinds of ways (Q35), an unfortunate outcome of some aspects of our Covid safe procedures where we minimised parent presence on site to limit possible exposure.

Positive feedback was also received from families' acknowledging the progress their child had demonstrated in their Statement of Learning at the end of the year.

Relevant history screening

All educators are required to provide a copy of their Working with Children Check approval. Records held on site are checked and updated annually. Educators receive a reminder 3 months before they are due to re-apply for their WWCC, which is followed up by the director. Non- Department service providers who request to visit children on site, provide a range of documentation including their WWCC as part of the agreement to provide a service on a department site. Children. Relief staff provide current copies of their Authority to teach or work letters before they commence at the site. Volunteers and Work experience student are also required to provide their WWCC before commencing.

Financial statement

Funding Source	Amount
Grants: State	\$829,972
Grants: Commonwealth	\$0
Parent Contributions	\$43,308
Other	\$4,004

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	<p>Educators planned for Numeracy in the overarching preschool program each term</p> <p>Every preschool educator provided with a Mathematics text book and time at pupil free days to discuss each chapter and devise ways of implementing the strategies explored through the text.</p> <p>Release time provided for educators to discuss, develop and trial numeracy assessment tool.</p> <p>Site Literacy agreement developed and used to guide practice.</p> <p>Two educators attended Bookmaking workshops</p> <p>Pretend play rubric introduced and used to both record children's progress and identify future goals.</p> <p>Use of PASM explained to whole team by speech pathologist at pupil free day.</p>	<p>Children had access to numeracy resources throughout the environment. 50% of c could subitise to 4 or 6. 50% of chn could recognize numerals to 5 and half of those to 10. Chn showed progress in their ability to accurately quantify, recognize numerals quite quickly after the processes were modelled..</p> <p>Almost 70% of chn displayed high order object substitution . 75% of chn engaged in advanced role play. 70 % of chn were able to recognize their name instantly and 50% of chn were able to write their whole name. 70% of chn were able to segment syllables and 60% could match rhyming words.</p>
Inclusive Education Support Program	<p>\$62 317 IESP grant used to support 33 children across the year for between 30min to 6 hours /week. This included supervision while eating, toileting and continence support, behavior support, implementation of speech and language programs either 1 to 1 or in small groups. The support was delivered by 3 permanent ECWs through increased hours and three contracted support ECWs</p>	<p>-All children made gains against their individual learning plans which was confirmed through re-assessment by the speech pathologist at the end of the year.</p> <p>-Incidents of challenging behaviour reduced as children successfully co-regulated</p> <p>-Children will begin school with identified supports in place as well as comprehensive handover information.</p>
Improved outcomes for non-English speaking children who received bilingual support	No children received Bilingual support in 2022	N/A

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

2022 Children's Centres for Early Childhood Development and Parenting annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2022 funding was used, and what programs were run, to improve the relevant department's standard of educational achievement outcomes (where applicable):*	Outcomes achieved or progress towards these outcomes:
Improved ECD and parenting outcomes	<p>Parent Programs offered throughout the year.</p> <p>Parents encouraged by CAFHS and preschool staff to access the groups.</p> <p>Groups promoted regularly through flyers and Facebook page, often fully booked very quickly.</p> <p>OT and SP supported individual families, provided advice about NDIS, therapy services and supported families to find services and place their child's name on waiting list.</p>	<p>Programs and services support the strengthening of adult-child relationships respond to community strengths and needs.</p> <p>Staff actively support parents and families to participate in centre and community services and programs that support family functioning and wellbeing.</p> <p>Children's health and development and learning needs are identified early in life with strong referral pathways and support provided.</p>
Children's Centres for Early Childhood Development and Parenting Grants	<p>Allied Health and Coimmunity Services grants were used to purchase resources and materials for groups, support childrens week activities and 10 year Anniversary celebrations.</p> <p>Allied Health \$3180 spent</p> <p>Community Services \$3050 spent</p> <p>Family Services \$1233 spent</p>	<p>Parents and carers have been supported to be actively involved in their child's learning.</p> <p>Family and community capacity has been strengthened.</p>
<p>Briefly describe or list the community programs offered in 2022 which had a focus on:</p> <ul style="list-style-type: none"> • Playgroup • Parent support • Transition to and from preschool • Any new programs or services not previously offered. 	<ul style="list-style-type: none"> • Save The Children Baby Playgroup and Carmina Kids Playgroup. • Multiple Births playgroup • OT and Speech Supported Playgroups were run for children aged between 0 and 3 years • Saturday Dads and Kids Playgroup coordinated by CDC monthly • My Time Peer Support Group for parents of children with chronic diseases or conditions. • Infant massage, New and First time mums groups • 7 parent Introduction sessions for 2023 preschool families in Nov-Dec • 5 Stay and Play sessions for 2023 preschoolers in Nov-Dec • School Teachers from 7 local schools visited preschoolers prior to school transition visits 	

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