



# Gawler & District College B-12 Children's Centre

## 2020 annual report to the community

Gawler & District College B-12 Children's Centre Number: 2624

Partnership: Greater Gawler

Signature

Preschool director:

Ms Christine Townsend

Governing council chair:

Patsy Bateman

Date of endorsement:

5 March 2021



Government  
of South Australia

Department for Education

## Context and highlights

During 2020 our Centre continued to offer Preschool, Occasional Care and Community programs however COVID challenges had a big impact on the community programs resulting in some programs such as playgroups operating through online forums for part of the year. Apart from a couple of small lock down periods, the preschool continued to offer face to face teaching program and the occasional care program operated but with reduced numbers.

Despite a challenging year with COVID, attendances for the Community programs totalled 646 adults and 792 children. Our Children's Centre Facebook page is popular and has 1400 followers with statistics showing that posts reach 5,000 users.

A big positive to come out of the COVID challenge was that the preschool children had a chance to develop the skills to complete their morning routine independent of their family member dropping them off and to look after their own belongings. We noticed that this happened quickly once families were dropping off at the gate. Schools have reported back to us that they noticed the change in this particular group of children who started school in January 2021. They reported that they were more independent and separated more easily from their adult.

The Centre offers capacity building programs for parent/caregivers facilitated by various agencies including Child and Family Health Services - Health and Breast-Feeding Clinics, Early Parenting Programs and Early Childhood Intervention Coordinator. Allied Health Services – including an Occupational Therapist and a Speech Therapist with a focus on 0-3 years old. My Time Program – support and cr?che for Families with a child with a disability, Save The Children - Two Supported Playgroup Programs, Positive parenting programs – including Circle of Security.

The Children's Centre and Occupational Therapist both continued to work at the centre for 11 hours each week. They continued working with families to help them gain access to programs to meet their specific needs with a particular focus on babies and children from birth to three years of age.

The Community Development Coordinator and Family Practitioner have continued their role as employees of the Department for Human Services however they are still based at our site and are an integral part of our team.

In our preschool we averaged 82 children enrolled across the week however our transient trend continued with families moving in and out of the area during the year. We continued to have consistent and experienced educators in the preschool. We welcomed a graduate teacher to our highly skilled team who is continuing on in 2021 and being mentored by the experienced team.

## Governing council report

The AGM was held on March 4th 2020 and ten members were appointed to our Governing Council. We welcomed back Patsy Bateman as our Governing Council Chairperson and all Executive positions were filled. We had some members leave and one new member join us during the year.

Due to COVID issues the Governing Council met in person only 3 times in person during the year and the rest were email meetings. Preschool fees were waived for families experiencing hardship during the COVID times and beyond if needed.

The policies that we reviewed in 2020 were Site Behaviour Policy, Occasional Care Priority of Access and Toileting Policy.

We also reviewed the Children's Centre Philosophy Statement. To ensure that the philosophy statement was in line with what we do, feedback was gathered from families. Families who were at the end of their preschool year were asked to answer the question "Do you think that the Philosophy Statement is a true reflection of your experiences for you and your child?" The responses were all positive therefore the Governing Council decided to continue with the Philosophy Statement without making any changes to it.

## Improvement planning - review and evaluate

In 2020 we had two goals however with the COVID challenge we decided to narrow our focus to one goal and do that one well.

The goal we chose was to 'Improve children's emergent literacy skills in a play based learning environment and through group work that takes into account their developmental level'. The challenge of practice that was associated with that goal was 'If we collect information about what each child knows and can do with a focus on the four areas of emergent literacy (rhyme, syllables, print awareness and alliteration) then we will be able to plan more effective programs to cater for their level of development.'

Over the preschool year Preschool Phonological Awareness Mapping (PASM) data was collected on each child with a focus on the four areas of emergent literacy.

The director formulated spreadsheets that incorporated Yakka Tracker data, the PASM data and other information pertinent to individual children's development. This meant we could easily track individual children. The information collected informed the play based teaching and learning program and intentional teaching practices. For some the intentional teaching strategy involved group work, for others it involved individual work with an educator, for others it was during their play based learning and for most it was a combination of strategies. The spreadsheets tracking the data show the positive impact across the year that this strategy had on outcomes for children.

Part way through the year we worked with our Early Childhood Leader, Jasmin Lowcock to enhance our spreadsheet information. Jasmin developed tracking tools that enabled us to more clearly see individual and group developments with a colour coded system. She also developed a handover template that could be used for individual preschool children at the time of transition to school and a summary sheet for each school.

The factors that were critical for success were that all educators were trained in Yakka Tracker, educators received training through Literacy Projects either facilitated by a Speech Therapist or another educator from our site and there was a high level of engagement and involvement from all educators. The other critical factor was the support we were given from Early Childhood Leader to enhance our documentation.

In 2021 we will continue with this goal so that we can fully embed into our practices. We will also document the process we have undertaken in 2020 including time lines, how the data informs the program as a whole and for individual children, the reasoning behind what we do, how the Emergent Literacy Groups are facilitated and the resources available.

## Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2017	76	80	80	81
2018	93	94	97	95
2019	85	87	78	84
2020	81	82	83	86

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

As in previous years, we have had a degree of transient families that moved in and out of our Centre during the year. The overall Preschool enrolments though remained fairly steady throughout the year at an average of 83 per term.

## Attendance

	Term 1	Term 2	Term 3	Term 4
2017 centre	89.3%	85.7%	80.9%	81.4%
2018 centre	91.9%	94.4%	86.4%	77.9%
2019 centre	90.3%	86.7%	83.4%	84.6%
2020 centre	88.1%	82.3%	81.2%	82.6%
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

With the COVID 19 challenges families were asked to keep their child home if they had any cold or flu symptoms so attendances were down on previous years. Families generally phoned or emailed the Centre to let us know why their child was absent. If a child was non-attending, without a reason then educators did their best to make contact with the family via a phone call. If the child was absent for family reasons then staff did their best to help connect the family to other services that could assist with improving outcomes for that child and their family.

## Destination schools

Feeder Schools (Site number - Name)	2017	2018	2019	2020
142 - Evanston Gardens Primary School	14.0%	13.0%	17.1%	17.1%
774 - Gawler and District College B-12	45.0%	35.0%	47.1%	34.3%
141 - Gawler Primary School	4.0%	8.0%	7.1%	7.1%
8235 - St Brigid's Catholic Primary School	14.0%	12.0%	11.4%	12.9%
8252 - Trinity Coll Central Administration	0.0%	0.0%	0.0%	4.3%
8337 - Trinity College North School	2.0%	4.0%	4.3%	8.6%

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 2020 collection.

## Destination schools comment

When they finished their preschool year in 2020 we had 14 destination schools that the children were transitioning to for the start of their school journey in 2021. The schools were, in order of percentage attending - Evanston Gardens, Gawler and District B-12, St Brigids, Trinity North, Gawler East, Gawler Primary, Trinity South, Roseworthy, John Hartley, Para Hills, Hope Christian, Catherine McCauley, Immanuel, Trinity Gawler River.

## Client opinion summary

All preschool families were given an opportunity to give us feedback at the end of their child's preschool year through a written survey. We had ten survey forms returned. Throughout the year parents were also encouraged to give us verbal feedback when having informal chats with educators. At the end of term two and the beginning of term three families we asked to give us written feedback after they viewed their child's Discovery Book with their child and had a chat with a teacher.

Overall the feedback that was given was very positive. Suggestions to improve what we were already doing included the use of an app such as 'Story Park' and more formal parent teacher interviews once or twice a year.

## Relevant history screening

All Children's Centre staff have an up-to-date relevant history screening and this information is kept in their staff file in Director's office. For staff that were employed as relief workers or cr?che workers their "Authority to Work" and "Authority to Teach" letters were checked before they started for currency and up to date screenings. In 2020 we didn't have anyone volunteering at the Centre. Visitors to the Centre (such as the photographer for preschool photos or performers) who interacted with children were checked to ensure they had up-to-date screenings before they started.

## Financial statement

Funding Source	Amount
Grants: State	\$796,584
Grants: Commonwealth	\$0
Parent Contributions	\$39,204
Other	\$1,500

# 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	All children were engaged with intentional teaching activities to improve their emergent literacy and communication skills	Data shows that all children made progress with their emergent literacy and communication skills
Improved ECD and parenting outcomes (children's centres only)	The Children's Centre Speech Therapist and Occupational Therapist continued to operate parenting groups for families with a focus on development from birth to three years. Save the Children continue to offer highly supported playgroups to families with children from birth to preschool.	Successful parenting workshops were held. Referrals to other services were made. There was continuing support for at risk families.
Inclusive Education Support Program	Individual learning programs were developed for children who were identified as developmentally at risk in one or more aspect of their development. Educators helped parents through the referral process (e.g. Autism SA, CDU, Allied Health).	All children's outcomes were reported to families during the year and in the Summative Report
Improved outcomes for non-English speaking children who received bilingual support	N/A	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.