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## 2022 annual report to the community

Number:

Partnership:

Signature

Preschool director:

Ms Narelle Palmer

Governing council chair:

Caroline Hardiman

Date of endorsement:

24 February 2023



Government  
of South Australia  
Department for Education



## Context and highlights

Two Wells Community Children's Centre is in the town of Two Wells, South Australia. We are the only Department for Education preschool in a town that is growing very significantly. We are part of an integrated children's centre with a Department for Education preschool and a community-based childcare centre. Our Centre has a capacity of 60 children per day across the site (33 in kindy and 27 in childcare). The childcare operates out of one end of the building and the kindy operates out of the other end of the building. We have an integrated outdoor yard where children from both service provisions can access all areas of the yard. We also operate a playgroup for the community, which runs from the Uniting Church across the road from our site on a Tuesday morning. We have formed other connections within our community. The biggest of these is with the Department for Education primary school which is located next door. We have an extensive transition program with Two Wells Primary School, as well as a relationship throughout the year in different aspects. We have connections with other aspects of the local community including the private primary school, the Council library, Scouts, Christmas Parade, Police, CFS and Doctors. We often have excursions into our local community to visits local events, locations or businesses. The preschool team work closely with the child care team as a whole site team. As two services, as well as a whole site team, we are always on a continuous improvement journey. This is done in so many ways, including our daily critical reflections, our PQIP/QIP and our NQS work throughout the year. We are continually evaluating and analysing data throughout the year to enable the team to identify next steps. Our Governing Council meetings continued on a Monday evening, with up to 8 members that attended. We had a staff representative from both child care and kindy. COVID impacted 2022. Families were doing drop off and pick up at the door for the first part of the year which brought about some challenges, although the children were very resilient and adaptable. Majority of staff caught COVID at some point during the year, which resulted in some disruptions to staffing. However, the team all pulled together and displayed teamwork and flexibility in these times. As the year progressed and restrictions eased we returned to more "normality". We were even able to hold the first family End of Year Celebration at the centre in many years, which included a concert. The majority of families took this opportunity up and we received positive feedback. We held our second annual whole site closure day and analysed the data from our RRR collections and our relationships with children. This was followed by some learning on Interception and Intentional Teaching. A positive change in 2022 was the structure of our preschool sessions. We changed the half day Wednesdays to 4 full day Wednesdays per term for each group. In addition to helping attendance on the Wednesdays, it also allowed the preschool team to spend 2 Wednesdays together each term without children. This meant we had the time and staffing to dive deeper in to elements such as PQIP, NQS and programming. A highlight in 2022 has been our progression in technology. All teachers in preschool were given work Ipads and started to use these in their daily use. Child care began to use the OWNA app. Tom, as our Ed leader in 2022, drove Aboriginal education in our site. He organised for Flinders Wellbeing Centre to engage with educators and children, and the preschool children began to learn different Aboriginal words throughout the year. As described in our philosophy we PRIDE ourselves on our Play based curriculum, Relationships, Inclusion of all children, Development for children and Educational outcomes. These elements of our Philosophy formed the basis for everything we do at TWCCC.

## Governing council report

Welcome everyone to the Two Wells Community Children's Centre Governing Council AGM. Firstly, I would like to thank the outgoing members from the 2022 Governing council and the staff for their contributions to the Centre. In 2023 the Kindy is at full capacity. The childcare side is also at full capacity and the waitlist from 2022 has shortened as children move up within the Centre and babies we have registered have started. With COVID present at the Centre and community in the early part 2022, it was again another challenging year. In the latter part of the year parents were able to enter the Centre. Again, the Kindy graduations were modified to allow the children to still have a graduation and parents/caregiver to attend. We were able to hold an end of year open night outside where the children participated in a concert and parents were able to see and interact inside the Centre. Fundraising in 2022 was limited. Throughout the year various themed days were held to raise money for different charities and a cookie dough fundraiser was successful. I am proud of the Centre and the opportunities that it provides for the children. As chairperson, I am grateful to be part of a fantastic team that is here to benefit the children at the Centre and help implement changes and improvements that benefit our children. 2022 was my last year as chairperson, as all my children have now left the Centre, I am grateful to be able to contribute to the Centre in a positive manner. I encourage all here tonight to become part of the Governing council for 2023 and be a part of this amazing Centre. Thank you. Caroline Hardiman

# Preschool quality improvement planning

Learning improvement goal 1: Support children's increasing capacity to successfully engage with others and the learning environment, through development of self-regulation skills and awareness of their body/feelings. Through having this goal for multiple years now we believe we have made progress and embedded many practices. The Zones of Regulation have become part of everyday practice in our preschool, and in a survey 100% of preschool educators felt knowledgeable and confident in delivering Zones of Regulation to the children. All educators use the language and tools, and this has transferred to the children using the language at preschool and often at home. In a survey to families 60% of families said their child/ren have been referring to Zones of Regulation at home. Educators have also become more confident in the basics of Interoception that are relevant to our age group and most educators feel they know enough to continue to implement. The concept of 'prevent, teach, reinforce' for Positive Behaviour Support has also become more embedded in educator's thoughts, as has looking for a reason behind children's behaviours.

The RRR relationships data has been a critical process to revisit the importance of relationships with children. We will continue to keep RRR as part of our yearly practices, as well as monitoring the children's wellbeing via a traffic light system.

Upon reflection we have made as much progress as we are going to make in this goal. The zones of regulation are now embedded in our practice. Positive Behaviour Support will continue to be a part of site wide practices; however we are looking at putting systems in place to make these practices clearer and easier to follow/action when the need arises. Educators believe that they have learnt enough about Interoception to be able to continue to implement the appropriate aspects for our preschool children's learning and understanding. Therefore, the next steps are to continue to use the skills and knowledge we have gained in the past few years.

Learning improvement goal 2: For children to effectively use and understand the language of their world, through the development of emergent literacy (phonological awareness) in a play based environment.

We have certainly made some progress in 2022 towards the above goal. It was our first full year of implementing the PASM as a means of data collection each term. Educators have become more confident in doing this, in a way that the child is ready for and that is suitable for them. The data collated has shown growth in many children's outcomes in rhyme matching and production, and segmenting syllables (PASM), as well as confidence and ability to communicate (YAKKA Trakka). In a recent survey to families 70% responded that their child/ren was using rhyme at home a lot more than before, and 50% said their child/ren was using syllables at home a lot more than before.

An action for this goal was a focus on our Aboriginal Learners. In our survey to families 40% of children were using new Aboriginal words at home, which is a great outcome. Through this more cultural awareness practices have started to be embedded across the site.

One of the most notable things for this goal this year has been educator's use, and now familiarity, with the indicators of literacy and numeracy. It has now become embedded language amongst educators in observations, critical reflection and ILP's. 85% of preschool educators now feel more knowledgeable and confident in the literacy and numeracy indicators.

We do feel this is a goal we can continue to work on. Through combining the music education strategy and the emergent literacy project we can move even closer to achieving our goal in 2023.

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## Financial statement

Funding Source	Amount
Grants: State	\$0
Grants: Commonwealth	\$0
Parent Contributions	\$0
Other	\$0

## 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	This funding was put towards training and development for educators. 2 preschool teachers attended the Orbis Preschool Literacy Intensive course, which spanned over 5 days at the Education Development Centre. We were also able to send multiple educators to Music Education Strategy training sessions at Angaston and Mallala Preschools.	Through upskilling educators in areas of literacy, these outcomes are then passed on to the children. The Orbis Literacy course covered many different aspects of refamiliarisation and learning. All educators that attended the music Strategy Training more it enlightening and were keen to start enacting immediately. We have even decided to continue with the Music Strategy in 2023 and make it a big QIP focus, as we believe it will have a big effect on children's literacy and numeracy learning.
Inclusive Education Support Program	In 2022 we received \$24,944 in IESP funding from the Department for Education. The IESP grant allocation employed educators to work with identified children in both speech and other special rights. The grant funded approximately 510 hours of support over the year. This benefitted 28 children over the year, 17 of whom was predominately for speech/language. For children who needed assistance with speech/ language the support worker was able to use this time to work on program's provided by the DfE speech pathologist. For children who needed other support, ECW's were able to use Individual Learning/One Plans from the teachers.	Through the additional funding, which employed ECW's to work with children we certainly saw improved outcomes. Over the year we saw improvements in children's speech/language capabilities, which was reassessed by the DfE speech pathologist at the end of the year. For other children we saw progress in other areas, including ability to self regulate behaviour, interact with others, engage in experiences in our environment and have a greater sense of wellbeing. This worked towards the following EYLF learning outcomes (as well as others): Outcome 5: Children are effective communicators. Outcome 3: Children have a strong sense of wellbeing.

Improved outcomes for non-English speaking children who received bilingual support	In 2022 we received 60 hours of bilingual support funding upon application. The first 30 hours was in term 1 for a child who started preschool with limited English, as Punjabi was his first language. We employed a support worker who spoke Punjabi who worked with the child, and the educators. In term 2 we had a child enrol who had recently moved to Australia and his first language was Portuguese. Unfortunately we were unable to find an available support worker who spoke Portuguese, but was able to use an ECW 2 with a lot of experience in similar languages.	This process was beneficial to both children and educator's. The support worker's were able to help break the language barrier as the children found their sense of belonging and being in our environment, and also help the children expand their English vocabulary and understanding. This worked towards the following EYLF learning outcomes: Outcome 5: Children are effective communicators. Outcome 3: Children have a strong sense of wellbeing. Outcome 1: Children have a strong sense of identity.
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\* The department's standard of educational achievement is defined as children and young people progressing and achieving at or above their appropriate year level.