



Adams Road Children's Centre

2022 annual report to the community

Adams Road Children's Centre Number: 2696

Partnership: Uleybury

Signature

Preschool director:

Mrs Jo Saunders

Governing council chair:

Aleisha Gebert

Date of endorsement:

2 February 2023



Government
of South Australia
Department for Education

Context and highlights

Adams Road Children's Centre is a Metropolitan preschool in Craigmore, South Australia. 110 Children are enrolled, with a capacity of 60 children per session.

The community is ever developing, with Blakes Crossing and housing developments nearby, including new local schools and shopping precincts.

Playford Primary and Catherine McAuley schools are located across the road and take a majority of our enrolments. We are strengthening our connections with these schools and we now share a library on a fortnightly basis as well as other resources. Staff connect on a regular basis, documentation and data is also shared across sites to ensure continuity of learning for our children as they transition to school. We also have the Playford Community Library Bus visit us on the alternating weeks to the school library, the local health nurses who visit termly and the dentist yearly.

Over the past 7 Years there has been great progress at Adams Road, including upgrading facilities, processes to develop and embed educator confidence, voice, critical reflection, and collaborative decision making. Embedding processes to secure sound shared understandings, common and consistent agreements as well as approaches to teaching and learning. Our sites approach to continual improvement, decisions, how our goals and priorities have been developed is very strategic and reflect our context and the needs of our community.

Some of the most significant improvements include-

Children now attend one of two groups to provide consistent relationships, peers, and staff.

Facilities and equipment have been updated including the kitchen and educator workspaces, resources rejuvenated and replaced,

For the second year straight we are implementing intervention programs including what the buzz? PreLit and Heggerty to support our program on a weekly basis in line with our local government AEDC data, our observations, children's needs and our multi-cultural community. We have children from many nationalities attending with rich linguistic diversity speaking 16 languages as well as English. We have over 30 families who have English as second language, including several families who have recently migrated to Australia for work. These improvements have further connected the site with the community and focus on Children as the centre of our curriculum. Trusting their capabilities, supporting their skills and interests as well as extending. We have a strong focus on providing a highly inclusive and supportive service for all families. This is reflected in the high number of enrolments of children with additional needs. These adjustments to our way of working and provisions of tailored and additional services allow us to secure the best outcomes for all children.

Learning spaces have been made more open ended, accessible, and inviting. This is continually evolving through our ongoing training and development supporting children's regulation and the role the environment has to play. Playgroup Sessions started in 2020 and will continue during 2023 after high engagement and positive feedback from our community.

We also were successful in obtaining a grant for term 4 2022 to employ a Bilingual Support Worker to attend and assist with Playgroup, which was a huge success, and we hope will continue in to our fourth year.

As part of our program, we are also looking at exploring our ninth year of visiting Para Wirra. Children are trusted as capable and competent learners at Adams Road Children's Centre. This includes a strong value on outdoor, loose parts and nature play throughout the centre and Bush Kindy Program.

We have embedded processes involving the EYLF, exceeding themes and other self-evaluation tools to develop on going collaborative critical reflection as a staff team using data to inform planning and our improvement cycle, tracking our progress strategically towards our priorities.

Governing council report

Thank you to all our governing council members for all their efforts. For those that don't know me, my name is Aleisha, and I am the Chairperson of the Adams Road Children's Centre Governing Council. I have been part of the kindy community since 2017 when my oldest attended. I've been part of the governing council for three years now, secretary for those years and Chairperson for one.

There have been lots of changes since we first came for transition in 2016. I have seen the development of the garden in the old carpark, upgrades to the play equipment and lots of new faces in our community. It is wonderful to see so many positive role models for our little friends.

The last 12 months have seen the return of some normality. We are once again able to have volunteers in the kindy and have our special people come in and see the work the children have been doing. R U OK? day was one such successful event this year. Kindy has also been able to return to Resthaven in the later part of the year. We have made some wonderful memories with Glenn and his Mobile Junk and Nature Play visits. Our little friends also got to enjoy the fun of Bush Kindy, riding the bus there and back.

Looking ahead to next year, we will see some upgrades to the heating system and some new equipment, as well as lots of new little friends joining the kindy with midyear enrollments starting next year.

I am looking forward to seeing where next year takes us.

Preschool quality improvement planning

Through a variety of data sets we agreed on the following goals:

Goal 1: To develop each child's knowledge, understanding and application of phonological awareness and early reading skills to foster secure literacy foundations.

Goal 2: To develop and deepen children's numeracy foundations to support firm foundations for mathematics.

Goal1 - Through the implementation of strategic actions during the year including intentional and explicit teaching in small ability grouped sessions of prelit we were able to meet our success criteria and achieve our goal. Through targeted and intentional snapshots we have been able to identify phonological goals for each and every child, observe and document their progress at several check in points during the year. The actions and strategies used during the year have now been reviewed and tweak to form strengths and are embedded in our practices and process at Adams Road Children's Centre after two years of trailing and implementing.

Goal 2 - Has taken time and we only began to strategically implement actions from term 3 onwards. We have been able to still review and tweak for 2023 and this goal will take pride and place during 2023 as we further build educator confidence, knowledge and skills within each other and the children we work with.

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	109	110	101	102
2020	108	108	101	107
2021	102	105	94	99
2022	104	110	99	107

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	89.5%	84.9%	79.1%	66.6%
2020 centre	90.5%	83.4%	82.5%	88.5%
2021 centre	90.2%	91.7%	92.6%	92.0%
2022 centre	86.3%	84.7%	82.2%	88%
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

Our preschool attendance has been good considering covid. It was lower in term 4 due to children accessing transition visits at primary school and families finding it challenging to get them back to preschool afterwards. We also had some illness and some family situations that also impacted our attendance. Our staff have strong connections with families and through these we encourage families to keep sick children home to prevent the sharing of germs and to keep other children as well as staff well. As a result of our strong relationships with families they keep us well informed of any absences and sickness.

Destination schools

Feeder Schools (Site number - Name)	2019	2020	2021	2022
8243 - Blakes Crossing Christian College	4.1%	4.4%	7.2%	4.6%
1854 - Blakeview Primary School	5.1%	5.5%	4.8%	3.4%
8000 - Catherine McAuley School	17.4%	18.7%	36.1%	22.7%
1879 - Playford Primary School	61.2%	51.7%	38.6%	50.0%
8165 - Trinity College Blakeview School	5.1%	4.4%	6.0%	8.0%

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

Our location is central to many feeder schools and this is reflected in our data. Our children are fed through our main feeder schools of Playford Primary School and Catherine McAuley.

Family opinion survey summary

We had 33 families respond to our parent survey, which is wonderful. In my first year we did no respondents and last year we had a small handful.

We had lots of amazing comments including:

"I couldn't be happier with my child's learning and development. He wakes up daily begging to go to kindy because he enjoys it that much and on the days he is there he comes home and eagerly tells me the new things he'd learnt with a big proud grin on his face".

"Cannot fault this kindy. Friendly and caring environment. Great communication and helpful staff".

"My child's teacher is always happy and helpful".

"The staff are lovely and have helped my son out a lot and have welcomed his OT and Speech Therapist, in fact when I said I was having trouble finding help they came up with people who may be able to help as well".

"The teachers are excellent, thanks for all the continued support".

"Jo is an amazing Director, is caring, passionate and well liked by the children. I am very happy with the way the preschool is operated and how calming the preschool is. Jo is always available to chat to, has supported our family in accessing other services and helped my child to become familiar with the preschool environment. Our family is sad to be leaving the kindy and wonderful staff as we transition to school".

"The staff always communicate really well and continually share photos and updates of my child's learning".

☐ am so happy with the educators and the relationships between them and my son".

"Lots of help with my son's speech delay. Special program was set up for him and implemented at kindy and then with their help at home".

Relevant history screening

☐ All staff, cleaners, governing council members and private support services who visit site have relevant screening paperwork.

Financial statement

Funding Source	Amount
Grants: State	\$882,834
Grants: Commonwealth	\$0
Parent Contributions	\$58,505
Other	\$4,186

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	During 2022 Uleybury and Torrens Valley Leaders worked together in building on previous work together. We explored work across sites and within our site teams. We focused on Heggerty, Prelit, Yacka Tracker and exploring NASM.	Supported deeper exploration of our understanding of literacy, numeracy, documentation and data for every child.
Inclusive Education Support Program	Director, Special Educator, Behaviour Coach, staff and families work together to make environment safe to access, program inclusive and school visits conducted regularly where possible for smooth transition. Several waves were implemented including speech and language daily groups, heggerty, prelit, daily small social skills, book based groups as well as the exploration of the zones of regulation through our ongoing work with the self regulation team to build all educators capacity and knowlegde.	Children's confidence, persistence and resilience has grown along with their ability to self regulate and articulate their feelings verbally. Prelit and yacka tracker data also reflect growth in children's phonological awareness.
Improved outcomes for non-English speaking children who received bilingual support	<p>Funding was difficult to use this year due to us not being able to organise support with bilingual staff due to shortage. Our funding will thus carry over to 2023.</p> <p>We were however successful in winning a bilingual playgroup grant for term 4 and found someone available to support us with offering bilingual support at playgroup on a Friday.</p>	Children who attended playgroup settled much quicker at preschool transition during term 4 then previous years. We were also able to communicate with families regarding covid, collection of immunisation paperwork along with birth certificates.

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