



Adams Road Children's Centre

2020 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:

18 February 2021



Government
of South Australia
Department for Education

Context and highlights

Adams Road Children's Centre is a Metropolitan kindergarten 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 closely 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 as well as the local health nurses who visit termly and the dentist yearly.

Over the past 6 Years there has been great progress at Adams Road, including upgrading facilities, staffing Philosophy development, pedagogy and programs provided. 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 work spaces, resources rejuvenated and also replaced,
For the second year straight we have bought in a Speech Pathologist 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, Learning spaces have been made more open ended, accessible and inviting,
Playgroup Sessions started in 2020 and will continue during 2021 after high engagement and positive feedback from our community.
We also were successful in obtaining a grant for term 4 2020 to employ a Bilingual Support Worker to attend and assist with Playgroup, which was a huge success and we hope will continue.
As part of our program we are also looking at exploring our 6th year of Bush Kindy at Para Wirra.

These improvements have further connected the site with the community and focus on Children as the centre of our curriculum. Trusting their capabilities, extending as well as supporting their skills and interests.

Adams Road Children's Centre
Philosophy 2021

We acknowledge that the land we play on is the traditional lands of the Kaurna people and we are committed to taking care of and learning more about the land together.
A place and time to be, explore, create and thrive

Our vision for all children and educators is to engage in a flexible and enriched environment to explore and share lifelong learning. We trust children to

Governing council report

The last 12 months have been challenging, with COVID-19 bringing new norms to us all. We have had lock downs, toilet paper shortages, school/work closures, no international travel and so many things I never thought would happen.

The ARCC Kindy children had a lot of challenges too. They started kindy, then had to learn from home, come back to class, miss out on a term of kindy and Bush Kindy. Their play was restricted to outside for a while and they learnt to social distance, wash their hands correctly and cough into their elbow. Another, shorter, South Australian lock down affected the Yellow group in term 4 as well.

The School Transitions were uncertain for a while, even Christmas vacations were put on hold or held off as long as possible. The year ended with no big celebration with family, no Christmas Concert and no Graduation ceremony. A small graduation was held at hello time with only educators and children due to the large group.

Over the year the Kindy kitchen received an upgrade, Amy went on maternity leave and Jo Saunders came back to join us. We had a lovely teaching student, Peng, come and work with the kindy, who was loved by the children.

Out of everything for the year, the social distancing and no adults in the kindy was hard for many parents and students, although keeping the morning drop offs at the gate, I think, has helped develop more independence in the children, especially as they go off to school.

Improvement planning - review and evaluate

During term 4 the previous year a pupil free day had been organised with all staff participating in a PQIP review with the assistance of the Self Review Discussion Record. Staff found this process very valuable giving great insight into the PQIP and a fir platform for us to review our PQIP, look at the priorities we had identified in the annual self review and the key actions we needed to implement. A major focus for our team was around Quality Area 1, Educational program and practice making this visible to all. This linked in well with the Literacy and Numeracy Indicators and Guidebooks, the Uleybury Partnership Plan and the Department for Education Strategic Plan. Current priorities included processes and documentation in place for NQS, making learning plans and programs visible so learning through play can be visible and shared with families, fostering dispositions for life long learning, to develop staff reflective practices and processes, developing meaningful connection with families and community to create opportunity for lifelong learning including up to date community information including handbooks, website and Facebook page and networking board.

QA1

Key Priority - Making learning visible through play

Actions included individual books for all children, ensuring children's voice as part of the planning cycle, reporting on children's learning with parents each term, sharing learning with families over a variety of platforms including digital media, training for staff through LDAR, opportunities for staff to reflect, refine, implement and review learning opportunities.

QA2

Key Priority- Integrate risk assessment processes into daily operations to ensure safe, secure environment and learning opportunities

Actions included risk assessments conducted regularly and tasks implemented, children's voice to be heard and children to become involved in using words safe and unsafe along with visual cues. Upgrade conducted of the kitchen area and creation of extra work spaces.

QA3

Key Priority- Embed sustainable practices and processes (have been prominent in the past but not current)

Actions included scrap and recycle bins, creating herb garden, maintaining new vegetable patch and compost bin, sharing table for families to access with fruit, books and recycled paintings for wrapping paper.

QA4

Key Priority- To develop staff reflective practices and processes

Actions included process of collaboration, staff meetings, professional development meetings with staff, began using a tracking and monitoring schedule, collecting PASM, NASM and Yacker Tracker Data to share with the schools as well as exploring Heggerty and small group book based oral language groups.

QA5

Key Priority- Interactions with children and their families to support and stimulate deep/ meaningful learning

Actions included training & development, visual displays, child's voice in planning, Kindy Hub, sharing of family stories, documentation and learning through play on our Facebook page.

QA6

Key Priority- More parental involvement and improved transition process.

Actions included sharing of children's books, documents sent home for feedback, connections reformed with Playford Primary School and their library, websites, newsletters, Facebook page and literacy/ numeracy and well being data shared with schools for the first time. This was severely impacted due to COVID 19 unfortunately.

QA7

Key Priority- Reflect on all leadership and services management processes

Actions included updating induction folder, policies, PD for all staff as well as training and development.

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2017	109	107	95	98
2018	108	109	107	106
2019	109	110	101	101
2020	108	108	100	110

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

Our enrolments have been fairly consistent hovering around 100 for the year. Even after losing 11 children to private schools mid year these places were taken up with families moving in to the area.

Our increase to capacity in term 4 included 7 children accessing early entry and 2 other children who were early entry ATSI.

Attendance

	Term 1	Term 2	Term 3	Term 4
2017 centre	93.0%	74.3%	83.2%	73.5%
2018 centre	86.4%	89.9%	76.7%	76.9%
2019 centre	89.5%	84.9%	79.1%	66.4%
2020 centre	90.5%	83.4%	82.8%	73.8%
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

Our preschool attendance has been around state average all year. 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 kindy after. We also had illness and some family situations that also impacted attendance for some children. Our staff have strong connections with families and through these we encourage families to keep sick children home to prevent the sharing of germs. As a result of our strong relationships families keep us well informed of any absences and sickness.

Destination schools

Feeder Schools (Site number - Name)	2017	2018	2019	2020
8243 - Blakes Crossing Christian College	5.0%	6.0%	4.1%	4.4%
1854 - Blakeview Primary School	0.0%	1.0%	5.1%	5.5%
8000 - Catherine McAuley School	10.0%	13.0%	17.4%	18.7%
8423 - Hope Christian College	1.0%	1.0%	2.0%	5.5%
1879 - Playford Primary School	71.0%	65.0%	61.2%	51.7%
8033 - St Columba College	3.0%	4.0%	0.0%	3.3%
8165 - Trinity College Blakeview School	2.0%	0.0%	5.1%	4.4%

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), Term3 2020 collection.

Destination schools comment

Our location is central to many feeder schools and find this is often reflected in our data. Our children are spread through our main feeder schools with Playford Primary School receiving the most enrolments with 51.7%. This is followed by Catherine McAuley School at 18.7% and Blakeview Primary School, Blakes Crossing Christian College, Hope Christian College, St Columba College and Trinity College Blakeview School.

Client opinion summary

Unfortunately we were unable to access our client opinion survey summary or comments as we did not have enough families complete the survey.

We have however received many positive comments during the year regarding our handling of Covid and the changes we have had to make to drop offs and pick ups. Many parents agreed that it was great dropping their children at the gate and has developed strong self help skills, resilience and developed their confidence. The comments were so overwhelming we have decided as a staff to continue this part of our program into next year. We will also touch base with our feeder schools and see what the impact has been on this group of children as they transition into school and see whether they have felt the benefits too.

For graduation we needed to modify our end of year celebration due to our large number of children and limits to visitors on site. As a staff we conducted a modified graduation on site with children and staff. We took photographs and shared with families receiving also lots of positive feedback and this has also made us evaluate the end of year celebration, who it is for and what we are trying to achieve. I can see this also had it's positives and will be reflected on as we move forward and organise next years graduation.

Relevant history screening

All staff, cleaners and grounds persons have completed DCSI screening forms and the new working with children's checks have been successfully screened ensuring compliance with DfE. All governing council members had completed their RAN training and this has been recorded on a spread sheet for easy access and continuity for all at Adams Road Children's Centre.

Financial statement

Funding Source	Amount
Grants: State	\$773,652
Grants: Commonwealth	\$0
Parent Contributions	\$56,661
Other	\$8,214

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	During 2020 the Uleybury Early Years Leaders continued to work together in building on previous work together. We explored and shared work across our sites and within in our staff teams with a focus on PASM, Yacka Tracker and NASM data collection. We also bought in a Speech Pathologist 2, weekly.	Supported deeper exploration of our understanding of literacy, numeracy, documentation and data for every child.
Improved ECD and parenting outcomes (children's centres only)	We have invested in small group opportunities to further develop our oral language, numeracy and literacy skills. We have purchased texts for children to explore as well as listening books and head phones. We also have bought in a Speech Pathologist who helps us to target small groups and works with staff and families.	Targeted support for all children, families on board with crucial conversations about other services. Also seen growth in PASM scores.
Inclusive Education Support Program	Director, special educator, staff and families work together to make environment safe to access, program age appropriate and school visits regular where possible for smooth transitions. Several waves were implemented including speech and language daily groups, heggerty, daily small social skill / book based groups.	Children's confidence, persistence and resilience has grown. PASM data also reflected a growth in children's phonological awareness.
Improved outcomes for non-English speaking children who received bilingual support	Funding was used to support non-English speaking children to settle into our environment and routines. We were able to access a wide variety of bilingual support including Nepalese, Russian, Dinka and Punjabi. Each language received 30 hours of support and we used this during term 1 and 2.	Children settled in much quicker than previously, we communicated with families regarding covid and collecting immunisation paperwork.

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