



Woodcroft Heights
Children's Centre
for Early Childhood
Development and Parenting

Woodcroft Heights Children's Centre

2022 annual report to the community

Woodcroft Heights Children's Centre Number: 3625

Partnership: Panalatinga

Signature

Children's centre director:

Kerrie Webb

Governing council chair:

Ashleigh Fakalos

Date of endorsement:

27 March 2023



Government
of South Australia

Department for Education

Context and highlights

Woodcroft Heights Children's Centre is a Department for Education Children's Centre for Early Childhood Development and Parenting. The Centre offers a range of programs for children birth to age six and their families. The Centre is located in Woodcroft, with the majority of families who access the kindergarten program, transitioning to Woodcroft Primary School which is conveniently located right next door. Being this close enables a strong connection to the school where most children will attend, including weekly library visits and termly catch ups with the junior primary staff.

The centre has a large staff team consisting of 16 staff across the week. This includes CaFHS workers, Allied Health Workers and DfE staff. The Centre has a 0.3 Speech Pathologist and 0.3 Occupational Therapist and both of these Allied Health staff provided targeted support for local families with children aged 0 to 3. The centre also has a Family Practitioner (FP) who is a social worker and supports families through referral from DCP.

Programs offered at Woodcroft Heights Children Centre include: CaFHS screening and parenting groups, universal and targeted Family Playgroups, Learning Together Sing and Move, Baby and Early Walker Family Playgroup, Mi-DBT, Circle of Security, Occasional Care and Preschool.

The preschool program runs 10 sessions per week, which are run as two groups: Green Group - Monday and Tuesday full day and Wednesday half day (pm) and Gold group - Wednesday (am) and Thursday and Friday full day.

The Occasional Care program offers 5 x over 2's sessions and 1 x under 2's session.

Three universal Family Playgroup sessions have been offered in 2022. Two sessions on Thursday and one session on Friday. Jasmyn and Cathryn worked hard to build up the attendance of these sessions after closing down playgroups due to COVID. Going into 2023, the centre will offer 2 Playgroup sessions, one linked with Learning Together.

The centre has also offered Food Bank as a service to support families who are experiencing financial hardship.

Governing council report

Marian Nayda, Preschool Director, went on Long Service Leave for terms 3 and 4 and Kerrie Webb was appointed as the Acting Director for the last two terms of 2022. Marian made the decision in December to extend her Long Service Leave for all of 2023 and Kerrie was rolled over into this position for all of the 2023 school year.

During the beginning of the year the kindy children enjoyed the dance company Dancify who offered weekly dance sessions for 6 weeks. This was a high energy dancing program, with a performance to the parents on the last week at the kindy.

The children attended excursions to the following; a visit to a playground in Park Holme for a picnic lunch (Hendrie St Reserve), a visit to Belair National Park for Cubby Building, Patch Theatre performance at the Festival Theatre and The Road Safety Centre Police Barracks followed by another visit to the Hendrie St Reserve playground on the way home. The children also had a visit from the Amazing Drumming Monkeys.

Marian found it difficult getting a council formed at the beginning of the year 2022. With such a low parent representation for the year, a decision was made to do limited fundraising activities as this would have been a big load on a small number of parents. Due to this decision, we limited fundraising to an Easter raffle and Kyttons Hot Cross Buns. These were the only fundraising activities the year.

A decision was made to raise the fees slightly from the year 2023 due to rising costs and no increase had taken place for a few years. This would also help recover some income if by any chance we have a small Governing Council again in the coming year.

The children finished the year doing many Christmas activities which was thoroughly enjoyed including decorating a Christmas tree, and wrapping boxes to fill up a pretend sleigh. The final day of kindy for the year was a dress up disco party with party games, music and disco lights. This was a celebration of another year where limitations had been put in place due to COVID. It was lovely for the families to be invited back into the indoor learning environment during term 4.

The kindy children and teachers joined with the Woodcroft Primary School junior primary classes for the first time for their end of year celebration. This included a concert and optional BBQ / picnic dinner in the courtyard. The kindy children performed 2 songs, followed by the teachers performing their own song and dance with the junior primary staff and the Principal of the school.

A few other highlights during the year for the children were; footy colour dress up day and fancy hair day where the children raised money for chosen charity's.

Hopefully next year will see an increase in the amount of families joining the Governing Council, so the centre can raise some more significant needed funds for redevelopment of indoor and outdoor environments.

Preschool quality improvement planning

Quality Area 1: The kindergarten staff spent the last two terms of 2022 focused on analysing the data collected to support the improvement goals below:

Goal 1: To increase children's capacity to understand and use number concepts to quantify.

What our data told us:

Learner data indicates all children have shown developmental progress in working with number. Most children are representing quantities in their play using symbols, both experimental and conventional. Number is being used to describe and compare quantity, both orally and in written form. Children are making comparisons in quantities of collections, using terms like more than, less than and the same. A significant cohort are also noticing more digits means a bigger numeral, therefore a bigger amount or collection. Most children can describe their ideas and thinking around their own and group mental computation. A small cohort of children can help others in their friendship group to recognise the mental computation they undertook, when they have struggled to articulate the process.

Implications for 2023:

Next year we are thinking of shifting our focus from number to pattern. Our data this year has helped us to notice that around half of our cohort initially demonstrated difficulty using the learning process of patterning. We would like to explore a deep focus on patterning as a learning process in the development of numeracy and document the impact a more explicit teaching approach and intentional set up of the environment has on children's development of number concepts, and phonological awareness. We can use our learnings from the Music Education Strategy to help deliver this goal.

Goal 2: Develop and build children's vocabulary and phonological awareness skills

What our data told us:

All learners have shown progress regarding oral communication/language development. However, we have struggled to collect strong enough data to evidence whether the growth can be attributed to the teaching approaches, strategies, and planned actions we have put in place. 98% of children have shown an increase in complexity of vocab, 70% of children can recognise and produce rhyme and approximately 43% have a consolidated understanding of the relationship between letters and sounds.

Through the professional development undertaken this year, including the Music Education strategy, educators feel they are better placed to create a curriculum that is more planned, practiced and focused on smaller, more discreet areas of phonological awareness in next year's improvement plan.

Children have demonstrated the most improvement in mathematical vocabulary which is most likely attributed to the explicit teaching approaches we have used to expose children to size language, rather than the vocabulary we have used for our focus on the one common text.

Implications for 2023:

From our data collection this year, we feel a focus on phonological awareness is still warranted, however we feel the goal needs to be more specific. Based on our Music Education Strategy involvement this year, we would like to specifically look at the use of a music education program to promote the development of the following stages of the development of phonological awareness; beat and rhythm, rhyme, and syllables.

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	98	102	99	95
2020	95	96	96	95
2021	69	72	68	68
2022	74	76	71	74

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	95.3%	88.5%	88.8%	84.0%
2020 centre	91.9%	82.3%	88.1%	82.2%
2021 centre	90.8%	87.3%	88.8%	85.5%
2022 centre	87.4%	76.2%	77.4%	83%
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 2022 attendance was lower than usual across the year. This has mostly been attributed to families keeping their sick children home, which has been our advise to families due to COVID.

Other contributing factors include many of our families choosing to visit overseas families for the first time in 3 years and therefore taking long periods of time off of kindy.

We have strong connections with our families and we maintain a close connection through our processes for extended days absent. After two consecutive days absent, staff follow up with a phone call to the family to do a check in.

We also endeavour to contact families in person or over the phone if there is an unexplained absence, to ascertain whether the family needs any support processes put in to place in order for their child to attend.

Destination schools

Feeder Schools (Site number - Name)	2019	2020	2021	2022
9755 - Emmaus Catholic School	14.1%	21.5%	0.0%	6.2%
8390 - Prescott College Southern	18.8%	10.8%	26.7%	24.6%
8418 - Southern Vales Christian College	0.0%	2.2%	0.0%	6.2%
1776 - Woodcroft Primary School	150.6%	144.1%	150.0%	153.8%

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

Our 2022 Parent Opinion Survey was our most highly returned parent survey in many years. We received 22 surveys and while they were all predominately marked in strongly agree, we were able to clearly identify areas that we need to consider for improvement going into 2023.

Strengths:

100% of surveys strongly agreed that 'I feel welcome as a parent'

100% of surveys strongly agreed that 'My child and I received a friendly introduction to the program'

Improvements for 2023:

Our lowest performing survey questions were:

I am informed about my child's development (26% mildly disagree)

Information on the curriculum is available (12% mildly disagree)

There are a variety of communication methods which keep me informed about the program (26% strongly disagree)

I am encouraged to participate in the program (26% strongly disagree)

Moving forward in 2023:

*we have set a Quality Improvement Plan goal based on creating our own ongoing planning cycle. One aspect of this will be investigating in partnership with families, how we can better include the voice of families in goal setting for children, planning for children and assessing children's learning.

We will also be working with families to find better ways of communicating our planning and assessment with families.

We are looking at several ways to communicate information through alternative communication platforms and ways to engage families and children in the process.

Relevant history screening

The Centre uses a spreadsheet for all staff and volunteers, listing the expiry dates of relevant history screens, RAN training, teacher registration (if applicable) and ACECQA approved first aid training.

Financial statement

Funding Source	Amount
Grants: State	\$748,042
Grants: Commonwealth	\$0
Parent Contributions	\$49,705
Other	\$3,505

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>Literacy: Participation in the Music Education Strategy program</p> <p>Numeracy: All staff engaged in professional development with Primary Mathematics Association</p>	<p>Literacy: Two staff participated in the MES program 6 day professional development program and this supported staff to look more deeply into increasing children's phonological awareness, especially rhyme and initial sound recognition</p> <p>Numeracy: Staff used their professional learning to establish data collection methods to measure improvement with numeracy</p>
Inclusive Education Support Program	<p>The Centre used the IESP funding to provide Preschool Support to both groups of children and targeted support for individual children. An ECW was employed using the funding and was able to provide support to all children identified either through external support providers or from our own screening processes.</p>	<p>All children were able to access and participate in our program on a daily basis. Children showed improvement in all areas of development over the year, in particular with the goals that had been individually set through OnePlans or by DfE or private providers.</p>
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.

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>The centre used funds to staff Universal Family Playgroups to endeavour to get families back into our programs after such a long break due to COVID restrictions. This has in turn allowed us to better understand the needs of the community in regards to parent programs that will support our local and wider community.</p> <p>Our Allied Health Team worked to build family participation in targeted playgroups, with our Speech Pathologist used a 'hub and spoke' model, running a baby playgroup in a local community centre. Our OT baby playgroup was so well attended, that our OT needed to introduce an early walkers group to support the need.</p>	<p>The greatest outcome has been the establishment of strong relationships with many new families. In turn, we have been able to provide avenues of support through many different programs within our site and if not, at other local community centres. Allied Health staff working with our Occasional Care program has also helped with the early identification of children and families who require a level of support.</p>
Children's Centres for Early Childhood Development and Parenting Grants	<p>Allied Health professionals used the last half of 2022 to build their relationships with families and encourage them to participate in other programs on offer in the centre.</p> <p>They also worked with our occasional care worker by meeting to discuss children who may benefit from some speech or occupational therapy support. These families were able to engage one on one with our Allied Health staff if they wanted to.</p>	<p>All families who requested or were referred to our Allied Health team were able to be supported to build their child's learning outcomes. Support with Occasional Care enabled children to have a smooth transition into the kindy program.</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. 	<p>Playgroups: Allied Health Targeted Playgroups: OT baby group and early walkers group</p> <p>Centre run Universal Playgroups: 3 sessions per week were offered, with the 2 morning groups being more highly utilised than the mid-morning group.</p> <p>Transition to School: We continue to meet on a termly basis with the Junior Primary staff at Woodcroft Heights Children's Centre. This ensures we are setting children up for success moving into the school environment. We also started revisiting the library on a weekly basis with the children developing a relationship with Lisa and Shelley and orientating themselves with the school expectations.</p>	

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