



Goolwa Children's Centre

2022 annual report to the community

Goolwa Children's Centre Number: 3635

Partnership: Fleurieu

Signature

Children's centre director: Ms Lara Dempster

Governing council chair: Emma Andrewartha

Date of endorsement: 24 March 2023



Government
of South Australia
Department for Education

Context and highlights

Goolwa Children's Centre is an integrated service offering long day care, Department for Education preschool, Department for Human Services community development programs and family services, as well as Department for Health child and family health services. The team at Goolwa Children's Centre includes both experienced and early career educators, an experienced director, a long-term assistant director and constant reception staff. Most of our staff team live locally and bring with them a wealth of local knowledge and strong links to the community. We progressively work on further strengthening this through our quality improvement action plan.

In 2022 we welcomed many children from our long day care program into our kindergarten program. These children and families were already familiar with our site and staff and were able to help us support our new families which contributed to a smooth start to the year.

We communicate our children's developing knowledge and understanding with parents in many ways including an online app called Seesaw, friendly face to face chats at pick up and drop off, information displayed around the Centre. We consistently build and strengthen the capacity of parents and families through our community programs which are always well attended. In 2022 we offered Circle of Security, Nature Play Group, Baby Playgroups, Kindy Playgroups, music Playgroups, all supported onsite by our professionals (speech pathologist, occupational therapist and Community Development Coordinator). Some community groups were held offsite, for example a young mum's group was delivered at the Victor Harbor Highschool. Our strong connection with Ozharvest and the Alexandrina Council Community Garden meant we had a regular supply of food for families.

Governing council report

2022 was a busy, challenging and rewarding year with the Governing Council providing actions and support around Goolwa Children's Centre's strategic and operational plans.

Managing Covid

- o To keep numbers inside our centre low, parents dropped off/picked up at the inside glass gates for childcare and the outside gates for preschool which worked extremely well.

- o Governing Council meetings were made very flexible with attendance enabled remotely via Teams

Staffing

- o Governing Council approved the move from casual to permanent part-time for some childcare staff

- o A new gardener was sourced and approved in response to COVID immunisation requirements

- o Governing Council approved two weeks centre closure (vs 1 week) over the Christmas and New Year holiday period for staff wellbeing after a challenging year with COVID

Facilities

- o Governing Council were involved in developing a project to replace the fencing for the entire perimeter. It was completed in 2022, looks great and is much safer.

Governing Council

- o Some members resigned in 2022 after completing two years with us

- o A new member joined and started developing a fundraising committee

We are all looking forward to another exciting year!

Preschool quality improvement planning

In 2022 we focused on children's oral language development with the goal of increasing children's ability to communicate their ideas and understanding and listen to the ideas of others. We developed a detailed action plan and all staff linked one of their performance development goals to the challenge of practice in our Quality Improvement Plan. Throughout the year we documented more dialogic book reading which provides more opportunity for children to engage in conversation with adults and peers and present their views and ideas. By the end of 2022, children across the site were engaging in more retelling and extending narratives with peers and educators. Children were also engaging in longer and more complex conversations with educators due to improved questioning techniques from educators.

Our success this year is due to our team's commitment to ongoing professional development through engaging in regular collaborative reflection meetings. All staff willingly engage in professional development as a team and as individuals then share and reflect upon their practice with their new knowledge and understanding. We will continue to work on supporting the development of children's communication skills in 2023.

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	34	36	38	36
2020	36	N/A	34	33
2021	41	45	45	46
2022	36	38	38	36

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	91.5%	91.8%	88.0%	93.6%
2020 centre	95.2%		88.6%	78.4%
2021 centre	81.0%	80.4%	75.4%	79.6%
2022 centre	88.8%	82.6%	67.7%	85%
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

Issues such as COVID, transport difficulties and families experiencing a range of challenging situations including homelessness impact our attendance rate. Our multidisciplinary team work together to support families to maintain regular attendance for their children.

Destination schools

Feeder Schools (Site number - Name)	2019	2020	2021	2022
418 - Eastern Fleurieu Strath R-6 Campus	5.6%	13.3%	6.7%	9.5%
157 - Goolwa Primary School	177.8%	160.0%	166.7%	181.0%
289 - Mount Compass Area School	0.0%	0.0%	0.0%	9.5%

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 parent opinion survey this year provided an overall strong positive response. Parents strongly supported the staff, curriculum, education environments and programs on offer. They felt their children were well supported and provided comments such as "they have helped my daughter excel".
2022 highlighted a neutral feeling around the level of opportunity for family involvement in decision making at the centre which gives us a starting point for our improvement journey in 2023.

Relevant history screening

100% of all staff have current relevant history screening. Both electronic and hard copy systems and processes are in place to ensure this continues.

Financial statement

Funding Source	Amount
Grants: State	\$540,432
Grants: Commonwealth	\$537,329
Parent Contributions	\$14,421
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	Additional staff employed to support numeracy and literacy learning in small groups, during extended play periods and during large group learning times.	Improvement for all children in numeracy and literacy documented.
Inclusive Education Support Program	Additional staff employed to: <ul style="list-style-type: none"> • deliver speech and language programs provided by departmental speech pathologist • development of wellbeing plans to assist all staff in supporting children with additional needs 	Each child has individual documentation and evidence of growth and positive development. Children commence school with identified supports already in place
Improved outcomes for non-English speaking children who received bilingual support	No students received funding for bilingual support in 2022	No students received funding for bilingual support in 2022

* 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	Occupational therapist and speech pathologist provided parenting programs for families Agency forums Community garden	Good attendance at programs offered Good uptake of support from agencies
Children's Centres for Early Childhood Development and Parenting Grants	A range of parenting programs were run throughout the year. Positive feedback was received from all families involved.	There was strong attendance in all community programs we offered. Families built strong connections with services on offer within the Centre and many families accessed several services. The transition to childcare was made smoother for some families.
Briefly describe or list the community programs offered in 2022 which had a focus on: <ul style="list-style-type: none"> • Playgroup • Parent support • Transition to and from preschool • Any new programs or services not previously offered. 	Nature play Playgroup Fatherhood program Circle of Security Program Music Playgroup Young Mums NAIDOC Lullaby Project First Aid for families Community garden Broad range of local community accessing the Centre. Connections across our local community and strong partnerships with other community sites.	

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