



# Hackham West Children's Centre

## 2021 annual report to the community

Hackham West Children's Centre Number: 3638

Partnership: Beach Road

Signature

Children's centre director:

Miss Bec Ward

Governing council chair:

Gail Ward

Date of endorsement:

24 March 2022



Government  
of South Australia  
Department for Education

# Context and highlights

In 2021 we saw a continued success and growth off the back of our historically successful year in 2020. Our preschool and child care enrolments numbers remained strong, as did the number of community members accessing our community program offering. 2021 was the year for growth in flexibility, resilience and responsiveness. We diversified the way we communicated with our community to ensure that it was reflective of the current needs. Virtual connection through Facebook, phone calls and text messaging increased but certainly didn't replace the in-person connection that we know supports our families best. Maintaining consistency and predictability in children's learning was paramount for us during what was a year of uncertainty for children and their families. We did this through creating flexible and accessible learning opportunities that could be accessed on site or at home. This included hand delivered learning a home packs that contained fully resourced learning experiences that mirrored the learning that was occurring on site. Virtual group times through Facebook live events allowed both centre and community families to join in on morning group time at the centre from home. Our community programs appealed to the community interests and responded to their needs for support and further learning. During 2021 we maintained our focus on building relationships and connection with our community to increase our ability to be aware of and responsive to their changing needs. The changing needs of the community supported a broadening of our relationships with local support agencies. This allowed for new collaboration to both support individual families and with parent and community programs. This allowed us to offer a diverse and full range of programs. Collaborative relationships with local health and support agencies facilitated safe and supported access to the centre for vulnerable children and their families.

## Governing council report

A strong and collaborative Governing Council supported the centre to be aware and responsive to our community's current needs while also maintaining a focus on the bigger picture. The individual skills and interests of each member were well utilised throughout the year to support community events, improvements to centre policies and procedures, increased connections with community agencies and continued advocacy for a new building.

## Preschool quality improvement planning

The flexible and accessible learning options available to families in 2021 provided equal opportunities for learning and development across all outcome areas for all children. This included making progress towards our 2 PQIP goals.

Goal 1: Children develop strong language skills to support them to effectively communicate with their educators and peers

Goal 2: Children develop their understanding and use of measurement and comparison and are able to use these skills in everyday experiences.

Key events that supported success in relation to our goals:

- We identified that consistency across the whole site, both preschool and long day care, was integral to our success in achieving our goals.
- A sustained focus as a whole staff team. This was achieved through individual PDPs and critical reflection and goal setting at staff meetings.
- Access support from our Department and centre based speech pathologist to further develop our understanding around the purpose, development and use of visuals.
- A whole site closure day to undertake Key Word Sign training
- Critical reflection at every curriculum planning meeting around progress towards goals, of both individual children and as a whole group, and where opportunities for growth were
- A more in depth understanding of each child's development in the areas of literacy and numeracy which we achieved through continuing to use the new tracking and monitoring document that we developed in 2020. This continued to support to ensure opportunities for growth for all children was represented in our curriculum.
- The development and implementation of a mid-year assessment around literacy and numbers skills to send home for families. While the intention had been to use this as a further way we documented children's learning for families it actually provided an opportunity for further engagement with families around things they could do at home to further support their child's learning in the areas we assessed.



# Enrolment

Year

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

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

Although enrolment numbers were strong across both preschool and Long Day Care, the heightened precautions around not attending when unwell as well as the general community caution around covid impacted consistent attendance in 2021.

## Destination schools

Feeder Schools (Site number - Name)	2018	2019	2020	2021
9124 - Antonio Catholic School	0.0%	0.0%	0.0%	6.7%
1066 - Hackham East Primary School	0.0%	0.0%	0.0%	6.7%
1131 - Hackham West School	80.0%	50.0%	71.4%	80.0%
1059 - Pimpala Primary School	0.0%	12.5%	0.0%	6.7%

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 2021 collection.

## Family opinion survey summary

All responses received from the Preschool Parent Survey were predominantly Agree or Strongly Agree. The small number of neutral responses we received were related to questions about parent involvement. This is reflective of necessary restrictions put in place in response to covid.

## Relevant history screening

All staff, students and volunteers met the required screening and qualification requirements. All were supported by Leadership to ensure that their clearances and qualifications remained up to date.

## Financial statement

Funding Source	Amount
Grants: State	\$458,797
Grants: Commonwealth	\$0
Parent Contributions	\$7,950
Other	\$0

## 2021 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2021 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	Purchasing of resources to support the development of fully resourced learning at home packs supported equal access and the continuation of learning while children were unable to attend the centre in person. Whole team professional development support upskilling and a collaborative approach to implementing these skills to support further progress towards our QIP/PQIP goals.	Our data shows that all children made progress across the Indicators of Literacy and Numeracy and corresponding EYLF outcomes.
Inclusive Education Support Program	10/25 of our preschool children required additional levels of support. This additional support was achieved through collaboration with our Department Speech Therapists and Special Educator, external service providers and our two ECWs. Additional support in the form of a teacher was provided to children transitioning to Hackham West School during their transition visits to support these visits to be a success for the child and facilitate a warm hand over.	All children achieved success across their kindy year, both in their general development and support. One Plans were used to support a successful transition to school.
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.

## 2021 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 2021 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	The strong relationships that we have with our community allowed us to be aware of the impact that covid was having on the changing needs of our local areas. In turn this supported us to deliver programs and services that were targeted towards supporting food security, connection and conversation and children's development.	Programs that were offered both in person and virtually were well attended. Donations of food and goods were always appreciated and well utilised by community members.
Children's Centres for Early Childhood Development and Parenting Grants	Goods and Services money is used to support our Multi Disciplinary team to: - Ensure their practice remains up to date and reflective of current research through attendance at Professional Development - They have access to resources to support their work with clients - Creche is able to be offered alongside family and community program to support participants to access these programs	Higher levels of engagement with both individual clients and offered programs is a testament to offering a high quality service that is well resources and reflective of curren

Briefly describe or list the community programs offered in 2021 which had a focus on:

- **Playgroup**
- **Parent support**
- **Transition to and from preschool**
- **Any new programs or services not previously offered.**

Saturday Family Playgroup

Learning Together Sing and Move

Learning Together Monday Playgroup

Baby Playgroup

Sensory Playgroup

MyTime

Women Are Strong

Women's Networking

Strengthening the Inner Woman

My Child and Me

Lullaby Project

One off sessions run by the Autistic Self Advocacy Network

Kids and Dads sessions and events

Building Coping Skills

Bringing Up Great Kids

Circle of Security

Mindfulness Awareness Parenting

Drum Making

Living with Young People

Coffee and Chat

Picky Eaters Workshop

We worked collaboratively with Hackham West School to offer children weekly transition visits during Term 3 and 4.

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