



Hackham West Children's Centre

2020 annual report to the community

Hackham West Children's Centre Number: 3638

Partnership: Beach Road

Signature

Preschool director:

Miss Bec Ward

Governing council chair:

Gail Ward

Date of endorsement:

2 March 2021



Government
of South Australia
Department for Education

Context and highlights

Our Centre is an integrated Children's Centre where the early years of education and care are blended to foster strong and capable children and families. We work in partnership with families to ensure that children have the best opportunities for success.

In 2020 we experienced our most successful year as a centre with a record number of child enrolments across the site. 2020 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. We reflected on ways that we could maintain this in a safe way, which was through hand delivering learning at home packs to all children as well as essentials hampers to families to ensure that everyone had access to what they needed. Our programs appealed to the community interests and also responded to their needs for support and further learning. During 2020 we focused on building relationships and connection with our community to increase our ability to be aware of and responsive to their current needs. We continued to broaden our relationships with local support agencies, exploring opportunities to collaborate on parent and community programs which enabled us to be able 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.

All our programs developed and gained strength through close consultation with our Governing Council, our local Community Centre and School, and through a range of inclusive feedback approaches throughout the year with parents, carers and children. The changes to how we delivered learning opportunities for children did not impact children's progress, with all children showing progress across all outcomes in 2020.

We are fortunate to continue with a committed team of creative and knowledgeable educators and professionals to support the strategic direction of our Centre towards continual improvement and engagement for our community, and we are making real gains in this area now.

Governing council report

Last year was an experience, one we all went through together. Despite the challenges, this centre and community has many positive stories from last year. Our staff, families and children adapted to each change and restriction while keeping the centre a calm oasis for our children. I would like to congratulate all our children who bravely entered our centre without parents or caregivers while we couldn't enter with them. I can be confident when I walk through that even if I don't know a particular staff member, they will still know and greet my child by name. I would also like to thank each member of the governing council who have been so flexible in finding ways to meet so we can make decisions to benefit the centre.

Improvement planning - review and evaluate

The diversity of learning options available to families in 2020 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: Improve children's understanding of language and use in conversation skills

Goal 2: Support children's increasing capacity to successfully recognise, use and manipulate number 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.
- Access support from our Department and centre based speech pathologist to further develop our understanding around the purpose, development and use of visuals.
- Mentoring by team members experienced in Marte Meo supported our newer preschool staff team to develop their understanding around the principle of naming and implementing this within their practice.
- Critical reflection at every curriculum planning meeting around progress towards goals, of both individual children and as a whole group, and where opportunities for
- A more in depth understanding of each child's development in the areas of literacy and numeracy which we achieved through the development of a new tracking and monitoring document, supported us 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 | Enrolment by Term | | | |
|------|-------------------|--------|--------|--------|
| | Term 1 | Term 2 | Term 3 | Term 4 |
| 2017 | 23 | 26 | 23 | 27 |
| 2018 | 30 | 30 | 27 | 25 |
| 2019 | 25 | 24 | 22 | 25 |
| 2020 | 21 | N/A | 20 | 20 |

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

Preschool enrolments were low in 2020 and increased slightly throughout the year as we welcomed new 3yo enrolments. Our group of children had a lower average age overall due to our 3 year old enrolments representing more than a third of our cohort. These children will be joined in preschool in 2021 by a group of 24 children who currently attend the centre for child care.

Attendance

| | Term 1 | Term 2 | Term 3 | Term 4 |
|-------------|--------|--------|--------|--------|
| 2017 centre | 89.9% | 71.9% | 83.7% | 82.3% |
| 2018 centre | 87.0% | 78.4% | 77.7% | 88.4% |
| 2019 centre | 79.0% | 75.2% | 76.1% | 66.9% |
| 2020 centre | 82.3% | N/A | 93.3% | 84% |
| 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

Attendance in 2020 was slightly up on previous years with Term 3 having the best attendance, which sat above the state average. We believe the impact of COVID remained present throughout the majority of last year as continued cautiousness around not attending unless well meant families were keeping children home and for perhaps longer periods of time than they would have previously. Local child engagement is highly dependent on family capacity and well-being, which was challenging for a large number of our families in 2020. Other measures of engagement at the centre support a stronger picture of children's access to learning and development of outcomes.

Destination schools

| Feeder Schools (Site number - Name) | 2017 | 2018 | 2019 | 2020 |
|-------------------------------------|-------|-------|-------|-------|
| 1131 - Hackham West R-7 School | 60.0% | 80.0% | 50.0% | 71.4% |
| 1071 - Moana Primary School | 0.0% | 0.0% | 0.0% | 14.3% |
| 1537 - Sheidow Park Primary School | 0.0% | 0.0% | 0.0% | 14.3% |

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 2020 collection.

Destination schools comment

Hackham West R-7 was the school of choice for 46% of our children. Many parents/carers remained undecided about the school they would attend up until Term 4. Aside from Hackham West, no two children transitioned to the same school. Coorara, Huntfield Heights, St Johns, Old Noarlunga, Calvary, Sheidow Park and Moana were the schools of choice for the remainder of our families.

Client opinion summary

All responses were predominately Agree or Strongly Agree for all items. The changes to the way learning was delivered and parents presence on site in 2020 could be attributed to the small number of neutral responses received to questions regarding parent involvement. Comments added to Survey;

Student support:

They have helped my son a lot in helping him achieve independence.

Relationships and communication:

They communicated very well.

Teachers are passionate and invested in the children and their learning.

Leadership and staff:

Staff have made our year great. They have done so well with L. I'm very happy.

Keep up the great work! I will continue to refer everyone to take their children here! Amazing work. Thank you. Well done.

COVID made it difficult but the teachers paved the way to resilience and the children followed.

Relevant history screening

All staff, students and volunteers have the relevant history screening. We supported prospective and current volunteers to gain this documentation as a contribution to community capacity building.

Financial statement

| Funding Source | Amount |
|----------------------|-----------|
| Grants: State | \$432,232 |
| Grants: Commonwealth | \$0 |
| Parent Contributions | \$4,119 |
| Other | \$0 |

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 | Purchasing of resources to support our capacity to offer a broad range of experiences to support skill development and extension across our preschool cohort that ranged in age from 3-5.5 was a priority in 2020. Staff built their capacity to support oral communication through both online and in house PD. | All children showed progress across the areas of literacy and numeracy across the year both against the EYLF outcomes and the IPN&L. |
| Improved ECD and parenting outcomes (children's centres only) | Programs targeted to our local areas needs were delivered throughout the year with a focus on the first 1000 days and young mothers. Addition supports around access to essentials and financial counselling were implemented in response to COVID. There was a high level of engagement with these services. | High numbers of families accessing us through ACCS-wellbeing. Consistent levels of engagement with centre's Allied Health team. |
| Inclusive Education Support Program | We supported 4/20 preschool children with an individual speech program in 2020. One child who accessed both preschool and child care required 1:1 support. This was achieved through accessing support funding through both services. We welcomed 7 Early Entry children in Term 4. | All children achieved successful outcomes in areas of strength as well areas for support. One Plans were used to support transition. |
| 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.

