



Woodend Children's Centre

Woodend Children's Centre

2022 annual report to the community

Woodend Children's Centre Number: 3689

Partnership: Marion Coast

Signature

Preschool director:

Ms Carrie Mitton

Governing council chair:

Sarah Day

Date of endorsement:

27 February 2023



Government
of South Australia

Department for Education

Context and highlights

Woodend Children's Centre (WCC) is a Department for Education full time service located on the southern side of Woodend Primary School. Woodend Children's Centre was established in 1991 as a purpose-built early learning centre providing both preschool and occasional care programs to families in the local and wider communities.

Located 22 kilometres from the Adelaide GPO, in the City of Marion Council, we are adjacent to the Woodend Primary School with rear gate access into their garden area.

Staffed with a full time Director, permanent early childhood teacher and early childhood worker we currently offer 55 places for preschool children to access their 15 hours and up to 12 places per 3 hour session of occasional care which is integrated within the preschool program 2 days per week. Our staffing is responsive to the needs of the children and we welcome students and volunteers to enhance their learning and practices at the site.

We are a part of the Marion Coast Partnership, Noarlunga 2 Portfolio and meet twice a term with site leaders to achieve Departmental goals for preschool education through our annual site planning tool: Preschool Quality Improvement Plan.

The site strengthened existing relationships with the school to include visits to the library, playground and garden area and connecting with a buddy class a group of preschool children performed at the school's end of year celebration

Following significant engagement with our families, Governing Council and staff and a review of alternative models throughout the state a proposal was made to change our session times into a model which supported consecutive days of learning for preschool children and the replacement of alternate Friday half days to 3 full day Friday's per term. 2023 enrolling families also provided positive feedback regarding this change to more effectively reflect the demands of our working families.

Governing council report

The 2022 Governing Council was elected and made up of 7 parent representatives from both our preschool and occasional care programs, a staff representative and preschool Director. Meetings were held face to face on the preschool site with 2 meetings held each term.

Key agenda items each meeting focused on: Director report, Finance report, Facilities & Fundraising.

We had a strong focus on developing a community and connections for families. Family nights were provided each term which included snack boxes and an opportunity for families to mingle and share the learning environment with their child. During each school holiday a social catch up was organized in the local park.

Fundraising took place each term with a Bunnings bbq, mother and father's day stalls, a wine drive and tea towels.

A new chairperson was elected to represent the council as of term 4 2022 due to an unexpected change in circumstances for the elected chair and we recognized her contributions to the first 3 terms.

Facilities upgrades included repaving of our outdoor area and entrance to the site, next year will focus on internal upgrades including blinds and a replacement oven as we work towards modernizing the functionality of our learning environment.

Preschool quality improvement planning

Our literacy goal in 2022 focused on the development of children's vocabulary to express their ideas and understanding through the rich interactions of educators who intentionally challenged children to solve problems, clarify and challenge each other's thinking. Learning was further extended through the representation and sharing of ideas and understandings. The use of learning journals, music and storytelling were instrumental in all children's literacy progress. Staff engaged with Professional Learning in the areas of music (teaching phonological awareness) and sustained shared thinking with student free day's focused on the sharing, reflecting and implementation of intentional teaching and inclusive learning environments.

Our numeracy goal focused on early numeracy knowledge and processes for mathematical thinking through the identification and promotion of numeracy talk in play and group discussions which was evidenced through children's increased identification and description of attributes, their use of mathematical symbols, and skills in matching, sorting and comparing. Educators mathematical knowledge and vocabulary for extending learning was identified as a key factor for the progression of this goal.

Evaluation revealed the need for a refined focus in our goal setting going forward which aligns closely with the preschool position statement of informed intentionality and uses music as key driver for literacy and numeracy learning. Music also supports our National Quality Standards priorities of embedding indigenous perspectives and connections to Kaurna land through growing environmentally aware & responsive young citizens who contribute to and connect with the stories of people, language and country.

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	65	65	65	65
2020	54	N/A	52	52
2021	54	55	50	51
2022	53	54	54	55

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	93.4%	89.1%	78.0%	93.4%
2020 centre	91.9%		81.5%	87.5%
2021 centre	86.0%	84.5%	93.0%	83.2%
2022 centre	94.2%	83.7%	85.0%	80.3%
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

No data is available for the term 4 attendance however term 3 data for 2022 shows 80.3% and is shown above. Attendance was impacted significantly by COVID-19 and the strong messaging to stay at home if presenting with symptoms. Our half day Fridays also impacted attendance as many working families had to choose to remain at long day care on these days with no alternative care arrangements for the afternoon.

Destination schools

Feeder Schools (Site number - Name)	2019	2020	2021	2022
1056 - Woodend Primary School	95.2%	88.0%	95.8%	95.5%

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

95.5% of our preschool children transitioned to Woodend Primary School, located adjacent to our site. Remaining families either chose an independent school pathway for their child or relocated within the wider metropolitan area.

Family opinion survey summary

Minimum responses were received from our parent surveys despite their inclusion in our fortnightly newsletter and facebook posts. Families provided feedback throughout the year in particular with regard to our Family Nights and end of year celebration. Feedback included "(child) loves the family night and counts down the weeks and days until she can take her family to preschool with her, thank you for extending this to grandparents".

With a focus on creating a welcoming environment following a start to the year with families left at the gate, the teaching team worked hard to enable families to feel a sense of belonging and agency. All fundraisers were well supported, families would stay after preschool sessions to chat whilst children had a final play in the yard. If families had a concern, they felt comfortable and confident to raise these either face to face, via telephone or email.

Feedback included "thank you for listening to me, I wasn't sure if this was something you could help me with" and "I knew there was a problem but I really didn't know who to talk to about it".

Families were included in children's learning plans and provided with resources, connected with allied health and community services in response to their concerns

Relevant history screening

All educators employed, including relief staff have up to date relevant history screenings and reminders are provided when any screenings are due to ensure that everyone onsite meets requirements. Volunteers are given information about their roles, responsibilities and expectations before attending any excursions.

All Governing Council members participate in WWCC and RAN-EC training for volunteers

Financial statement

Funding Source	Amount
Grants: State	\$544,156
Grants: Commonwealth	\$0
Parent Contributions	\$36,430
Other	\$1,473

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>Funds were used to engage staff in professional learning and critical reflection of practices with a focus on:</p> <ul style="list-style-type: none"> • Sustained shared thinking for expanding upon children’s thinking and language development • Music for increasing knowledge and understanding of phonological awareness (3-5yrs) • Intentional teaching through play 	<p>Shared learning experiences supported staff cohesion, reflection and sense of belonging in the teaching team. Staff took lead roles to share their learning with others, modelling experiences and scaffolding colleagues to implement in preschool program.</p>
Inclusive Education Support Program	<p>Funds were used to provide HR resources in the development and implementation of individualized learning programs and resources to support the sensory, physical, speech & language learning of identified children. Reduced staffing ratio’s provided personal care, transition support, access and extended engagement in co-operative play experiences and adult led learning. Engagement and planning was informed by support services, allied health and parental goals (includes NDIS plans).</p>	<p>Increased engagement with learning experiences, including group learning and holistic development across all learning areas. Staff increased skills, knowledge and understanding of adaptive, inclusive and responsive practices for children requiring a range of daily adjustments guided by therapists and special educator.</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.