



**N/A**

## 2022 annual report to the community

Number:

Partnership:

**Signature**

**Preschool director:**

Ms Jayne Cook

**Governing council chair:**

Miranda Allitt

**Date of endorsement:**

28 February 2023



**Government  
of South Australia**  
Department for Education

# Context and highlights

Torrens Valley Children's Centre is a rural integrated children's centre located in the beautiful north eastern Adelaide Hills. Our community is predominantly white Anglo-Saxon, two parent families generally with one or more parents/caregivers employed in full or part-time work. We offer:

- A Preschool service for children in the eligible year prior to school entry as well as 3-year-old programs for aboriginal children and children in care.
- A 26 place vertically grouped long day care service for 0 – 5-year-old children, which operates 50 weeks of the year, 5 days per week.

In 2022 we continued to offer high quality engaging learning programs for children, birth to 5 years of age. Whilst 2022 once again threw up many challenges and uncertainties for all, our staff team have remained professional and flexible, and our parent community, understanding and accommodating with respect to changes/adaptations that have been necessary to provide a safe and engaging learning environment for all. The impacts of Covid were felt across our community, but despite many cases, we managed to stay open each day, providing our children and families with our Kindy and Child Care services and rich learning programs.

Highlights from 2022 included: KINDY

- Our site funded, speech pathology buy-in project that provided additional support for 11 of our 23 children, including those with severe speech/language difficulties who were also referred to the dept for Education as well as providing intervention children who did not qualify for Department funded intervention.
- Our ongoing commitment to use our closed yearly Kindy only Facebook page to improve how we connect our families with our learning program was particularly successful, given the restraints around parent access to the room this year.
- Our long-term community partnership with our local Junior Gym organization went full steam ahead this year, despite earlier covid related difficulties in term 2. We returned to attending the full program of 10 sessions which saw the children's confidence and skill levels blossom.
- We also resumed another community partnership with a wonderful local yoga teacher, who provided us with a fun, yet mindful and calming way to end the week in term 4.
- We began the process of providing a second access point to our Kindy, through provision of a airlock gate system adjacent to the main road. We are hopeful this will be completed in time for the beginning of 2023.
- We rounded the year off with an extremely successful "Celebration" event, once again using the Gumeracha Primary School gym as our "all weather" venue. It was attend by every family, with the majority bringing extend family along to see their child share a few of their favorite songs and receive their graduation certificates.

Highlights from 2022 included: CHILD CARE

- In response to staffing shortages this year we have successfully employed a trainee, who we will support to complete her Diploma in Early Childhood Education and Care, whilst working with us. We also supported two members of staff to complete their Diplomas by the end of 2022.
- Successful launch and ongoing commitment to use our closed TVCC Child Care Facebook to improve how we connect our families with our learning program.
- Our outdoor redevelopment which began in 2021, continued across 2022. This year we have had new outdoor blinds installed, new swing frames erected and the installation of outdoor fans & heaters under the veranda to make this learning space more comfortable during summer and winter.
- Our waiting list continues to grow with up to twenty children waiting for a place on any given day, with at least two requests for care from families.

# Governing council report

Welcome to the AGM of the Torrens Valley children's centre for 2023

I would like to acknowledge that we meet on the traditional lands of the Peramangk people. We pay our respects to Elders past, present and emerging as the Custodians of this ancient and beautiful land.

2022 was another challenging year, however with less covid restrictions, managing the risk of covid in the centre became more and more challenging. Although there were some difficult periods where the centre was impacted by covid, the staff were able to manage the situation, communicating to families, the isolation requirements. I specifically want to thank all the staff for their dedication Miranda Allitt

during this time. Daily or almost daily RAT tests, PCRs tests, balancing and taking on additional shifts while other staff were impacted. It means a lot to families knowing that children still had childcare and kindy available, and staff were doing as much as possible to keep the centre open and available to those who needed it.

The centre during this time also made the important decision to not charge families childcare costs if their child wasn't able to attend due to covid. This is a unique step the centre has taken to try and reduce the burden of families impacted by covid and to minimise the chances of sick children attending the centre. Thanks to the governing council who have reviewed this policy each meeting, taking into account the financial cost of this policy on the centre vs the benefit to families and its children.

The governing council has also instigated some important projects this year, with the additional of a new gate at the bottom of the kindy yard in progress. The gate will allow access in the mornings for drop off. The Kindy and Childcare teams have also been revamping both kindy and childcares Facebook pages, posting activities such as story time. It's been great to get a little glimpse into our children's day and I am sure many parents and caregivers appreciate the small moment of connection with our child's day.

I would like to thank all Jayne, Sue and Gayle and the rest of the governing council who have had shared in the amusing zoom meeting challenges, read monthly budgets, policies and approved crucial centre changes. I would also like to recognise the amazing work of everyone at the centre in both kindy and childcare. The centre is a huge part of our children's world and its staff is what makes it such a special and safe place for our children to grow and explore.

I would invite other parents of the centre to be involved in the governing council. It is essential to the ongoing management of the centre and your contribution will support the great work that is being done for our children.

Miranda Allitt

# Preschool quality improvement planning

Kindy:

In 2022, we continued to build on our 2021 priority around improving how we develop children’s number sense/understanding and use of quantity. This included continuing to build educator capacity to understand number progressions and use number progressions to build children’s understanding and application of number concepts. as a way to track and monitor learning in order to plan and provide learning opportunities to support children’s confidence in and understanding of using number concepts. We continued to collect ongoing data around children’s developing number sense and showed improvement in how we used number progressions as a tracking & monitoring tool. This supported more targeted planning & intervention for those children finding it difficult to grasp concepts as well as those who needed extension. We have embedded across the year an explicit focus on the success criteria at the start of each daily afternoon group time – repletion of ideas and a variety of ways to practice these and develop strong understandings of the concepts. This is complemented by intentionality around programmed opportunities in both the inside and outside learning environments where children could further explore concepts from these sessions. Over the year we noticed significant improvements in children’s learning, as evidenced in the data we collected on our three success criteria (as well as additional concepts such as subitizing, ordering numerals etc.). By the end of the year we noticed:

- All children were using their fingers to show how many. In particular 90% children could show numbers one to 10 using their fingers. 50% of children could use both hands to show combinations of up to 5 and 50% of children could use both hands to show combinations of numbers up to 10. There were also a number of children who began using tehri fingers to calculate simple addition and subtraction.
- 90% of children could identify numerals 1 to 10 and 50% were confidently matching the numerals 1 to 10 to the amounts.
- The vast majority of children using comparative numerical language during their play in addition to during group time games or provocations.

Our second learning improvement built on 2021 work around improving how we develop & extend children’s conversation skills. This involved inquiring deeper into what conversations skills look like, in collaboration with our Speech Pathologist (from our Speech buy-in Project) We then developed a conversation skills continuum with indicators under four areas. Staff regularly documented observations on a random sample of children (36% of cohort, with children with recognised significant communication difficulties not included) which were mapped onto the continuum each term, and profiles developed. This analysis informed both individual and cohort planning for learning. Staff also worked on building their own capacity to use strategies that supported sustained shared thinking/quality conversations with children – in particular, using comments rather than questions and tuning in and recognizing when/how they need to comment to extend children’s learning.

Over the course of the year, we noticed in our random sample group:

- Active Listening - Five of the eight children developed proficiency and the remaining three progressed from early to developing
- Communicating their thinking/ideas with others – six children demonstrated proficiency with two progressing to the developing stage.
- Seeking to clarify thinking – six children demonstrated proficiency with two progressing to developing stage

Error: Subreport could not be shown.

## Financial statement

Funding Source	Amount
Grants: State	\$374,797
Grants: Commonwealth	\$0
Parent Contributions	\$15,231
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	Purchase of additional inclusive numeracy resources to support children to explore concepts further, from explicit teaching sessions number concepts. resources purchased to created inviting spaces for conversations to be extended - literacy	progress for all children shown in developing number sense concepts. - all about numbers 1 to 10. Outcomes for children's literacy - conversation skills- showed growth for all children the sample group -as per PQIP section
Inclusive Education Support Program	Kindy - This year, in Kindy, we welcomed 23 students, including a child entering the early entry program in term 3. There were five children who received preschool support intervention throughout the year, resourced in part by the Dept for Education's IESP funding and the remainder from Kindy funds. Four of these children were also referred to DfE's speech pathologist. The funding was used to provide 1:1 speech articulation support to all as well as small group intervention re; social language, social skills and play skills & engagement with the curriculum for 3 children.	Some progress was achieved for the two children receiving speech artic support only. Progress towards social language and social skill development outcomes were achieved for all three children receiving PSS for these, with all showing some improvement in engagement with the curriculum, from developing self-regulation strategies across the year.
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.