



Ardtornish Children's Centre

2022 annual report to the community

Ardtornish Children's Centre Number: 4668

Partnership: Modbury

Signature

Children's centre director: Heather Fuss

Governing council chair: Kerry Thompson

Date of endorsement: 5 April 2023



Government
of South Australia
Department for Education

Context and highlights

Ardtornish Children's Centre is in Tea Tree Gully Council next to Ardtornish Primary School. We offer a preschool program, occasional care program, playgroups, health and parenting programs. We provide families with a holistic approach to children's learning and wellbeing by offering a range of programs and support to suit the needs of our community.

Most of our children have two adults at home, at least one of whom is in the paid labor force. In many of our families both parents work full time. We have a small number of single parent families. Our enrolments are becoming increasingly diverse in language and culture and we have increasing numbers of children working with additional support agencies. We have predominantly fee-paying parents.

Covid-19 has had a significant impact on our programs and the way we connect with the community this year. Some of our services have needed to be modified including lower capacity and changes to the way families enter the building.

We visited the Gifford reserve on a number of occasions and the children had the opportunity to learn about water safety from a life guard. We appreciated nature together, looking for the creatures that live in this space and building stick structures. In term 4 we visited the Art Gallery of South Australia as part of our Celebration of Ideas to inspire the children to represent their own ideas through art. The children's art works were displayed in a gallery and families were invited to share in the children's achievements.

Towards the end of the year we welcomed CAFHS on site as they began operating clinic from one of our consult rooms. The demand for this service quickly grew and they are often fully booked.

In term 4 we farewelled our long-standing Community Development Coordinator, John Buckell. At this time, we are not expecting the role to be filled.

Governing council report

Not provided

Preschool quality improvement planning

Our 2022 improvement goal was to increase children's use of the mathematical language of quantification. This goal came from educator's reflection on the previous years' goals, noting scope to continue deepening children's numeracy understandings and the pedagogy educators use to support learning.

The pandemic continued to challenge us to be flexible in implementing our planned strategies to keep the focus on our improvement agenda. As we worked through high levels of staff absences and several staff changes during the year this proved complex.

Working with our speech pathologist, who we bought in for extra time through our literacy and numeracy improvement funding, we focused on developing vocabulary specifically in numeracy. Speech Pathologist Tash joined our team once a week. She assessed a target group of children at the beginning and end of the year and worked with the group directly, targeting their areas of vocabulary learning potential based on their assessment results. Tash mentored educators across the year, specifically co-educators (ECW's), providing advice and resources to support language development. Educators concurrently ensured that they were including rich opportunities for children to engage in quantification through play. We engaged with partnership wide playful numeracy workshops and applied our learning to our intentional planning and observations of children's play.

The results were very positive. 75% of the children in the target group demonstrated positive growth in their personal receptive vocabulary and a further 25% showed a statistically significant improvement.

While numeracy was our priority, very early in the year we observed and critically reflected that many of the children found it difficult to regulate their feelings and behaviours. We continued to prioritise numeracy while also reaching out to our support services team including our behaviour coach and special educator to strategize how we might best support children's regulation strategies in order to support wellbeing for learning. We implemented Zones of Regulation language, increased the number of visual cues we were using, utilised You Can Do It resources to teach resilience and connected this learning with the Keeping Children Safe: Child Protection Curriculum, specifically recognising feelings, asking for help, body privacy and safe and unsafe behaviours. By the end of the year children were using the language 'my body belongs to me', saying stop, having significantly less emotional dysregulation and significantly less behavioural dysregulation which facilitated increase in learning.

Feedback from parents was predominantly positive, many parents commenting on the concepts their children were sharing at home. Many families also commented on the growth their children were demonstrating in regulation and their appreciation of the positive relationships between home and Kindy and the support the Centre provided them. Future directions for 2022 include increasing children's use of the language of data and probability by building on quantification and the learning strategies that had the most impact on learning this year.

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	88	87	85	83
2020	82	N/A	80	81
2021	70	71	66	64
2022	64	64	59	62

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	90.8%	92.0%	88.3%	88.4%
2020 centre	93.3%		89.5%	89.9%
2021 centre	92.4%	90.6%	90.6%	91.3%
2022 centre	90.4%	82.8%	84.6%	91%
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

We actively encourage regular attendance. Absences are mostly due to illness, family holidays or emergencies. Most families report absences and their reasons to the preschool. Prolonged absences that are not notified are followed up by Centre educators and, where appropriate, families are assisted to re-engage with the preschool program. Centre attendance is above state attendance rates. We had a decrease in attendance in term 2 and 3, mainly attributed to illness.

Enrolment numbers were slightly down from the previous year. This is consistent with local community population data. We had some minor fluctuations as a small number of children started school in the middle of the year, transitioning to independent schools. At this stage we predict our enrolment numbers will be slightly lower again at the beginning of 2022 and will increase with the mid-year intake being introduced by the Department for Education.

Most of our children go to Ardtornish Primary School which is co-located next to our Centre. We have a strong relationship with Ardtornish Primary school and continually work towards improving continuity of learning across our sites.

Destination schools

Feeder Schools (Site number - Name)	2019	2020	2021	2022
1540 - Ardtornish Primary School	176.9%	172.5%	184.4%	185.2%

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

We had 17 responses to the preschool family opinion survey with most families agreeing with each of the statements in the survey. Areas that had the highest number of positive responses included: Teachers are enthusiastic in their teaching, Teachers at this preschool really want to help my child learn, My child's teacher provide help and support when needed, This preschool assists the development of my child's personal and social skills, I am comfortable approaching my child's teachers to talk about their progress, Children from all backgrounds and cultures are treated fairly at this preschool and Parents have the opportunity to be involved in the development of school plans through the Governing Council. Some of the concern's families had included communication and issues with Kindy photos. Many families have fed back to us that emails are sent to their junk or get missed with the large number of emails they receive. In 2023 we will implement an app-based communication system to improve accessibility. We will be utilising a different photographer in 2023.

We also received written feedback from 12 families outside of the survey. These ranged from thank you notes to detailed descriptions of the growth of children and the educator actions that families found supportive.

We welcome feedback from families as input from our community helps us to identify potential areas for reflection and the growth of our service. Families are encouraged to bring concerns to our attention as they arise so that we can work collaboratively to address them and support children's learning.

Relevant history screening

Through our induction process and procedure, the Director ensures that all staff members, students on placement and volunteers meet the requirements of having a DHS clearance. We have also ensured that all visiting performers, NGO's and contractors have either DCSI/DHS clearance, or have been cleared through Spotless (Facilities Management) or health. All clearances or other appropriate documentation are sighted by the Director or her delegate and a copy is kept on site to ensure we are maintaining safety standards.

Financial statement

Funding Source	Amount
Grants: State	\$750,943
Grants: Commonwealth	\$0
Parent Contributions	\$31,288
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	We have invested in buy-in speech pathology provided by support services. Please see above.	75% of children in the target group showed improvement and a further 25% of children showed statistically significant improvement. Please see above.
Inclusive Education Support Program	Children received intentional intervention support either in small groups or 1-1 for their individual learning needs. We targeted their growth in literacy through direct intervention in these areas or strategies to support positive conditions for learning.	All Children with allocated additional support demonstrated achievement of individual lines of development. Families reported related progress at home.
Improved outcomes for non-English speaking children who received bilingual support	A number of children accessed bilingual support in term 4. The support workers engaged the children in learning through play with a focus on communicating needs and everyday vocabulary in the Kindy environment. Support workers also assisted children to communicate their questions about starting school, the things that they had learnt at Kindy and collect information on children's development of their home language.	The majority of the children demonstrated seeking assistance from adults by communicating their needs verbally. The majority also engaged in back and forth conversation with increasing complexity.

* 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	Building parent and family support networks; parenting programs and playgroups for men and women introducing and reinforcing parenting and child development concepts; parenting sessions on topics requested by parents (on and off site ie Modbury North Kindergarten as well as the Children's Centre).	2022 continued to be complicated by Covid restrictions and family hesitancy, resulting in the reduction and cancelation of some programs and sessions. We continued to work to better appeal to the needs of men with young children in their care and a focus on supporting parents of infants, confidence and understanding of how to respond to their child.
Children's Centres for Early Childhood Development and Parenting Grants	Funding was utilized to strategically buy in speakers in response to community feedback and to provide creche' to support family attendance.	Parent engagement at different venues.
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. 	Baby Playgroup twice a week, multiple births playgroup once a week, mum's and bub's yoga short course in term 4. We also partnered with Relationships Australia, Early Years OT, Norther Adelaide Midwifery, CAFH, Uniting Care Wesley Bowden, Man with a pram, Our big backyard, My foot Dr and lift the lip. We ran a self regulation mini series of seminars jointly with Modbury North Kindy and first aid for families.	

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