



**N/A**

## 2022 annual report to the community

Number:

Partnership:

Signature

Preschool director:

Mrs Catherine Hill

Governing council chair:

Amanda Doecke

Date of endorsement:

17 March 2023



Government  
of South Australia  
Department for Education

## Context and highlights

Nuriootpa Community Children's Centre (NCCC) is an integrated not-for-profit organisation providing both a DfE Preschool Program and a Community Based Early Years Child Care Program. Our Early Years - Child Care program has a licensed capacity for up to 30 children aged from 0-6 years in any childcare session. As per DfE guidelines the Centre provides a Preschool program for up to 45 children per session.

At Nuriootpa Community Children's Centre, we pride ourselves on keeping up to date with current early childhood research and use this as a basis to inform our decision making. This ensures we provide high quality education and care for the child and their development. It was clear from this research that there are great benefits from children accessing a high-quality preschool program for longer than 12 months, strengthening both their cognitive and social abilities. In response to this research our Centre has continued to strengthen our programs across the whole centre and integrate three and a half year olds, attending Long Day Care, into the Preschool environment. This has provided continuity of care, education and environments for both Long Day Care children and Preschool children who access Long Day Care on their non-Preschool days. From our observations over time, this has supported children in feeling a greater sense of belonging and deeper levels of confidence when they begin their eligible preschool year. This continuity has also begun showing in our data collection in relation to children's literacy development, wellbeing and being able to provide consistent support to children's learning.

Our Centre continues to have a high level of children with additional needs linked to Speech and Language. In 2022 our focus continued to be on Emergent Literacy working in collaboration with Speech Pathology to provide high quality literacy experiences and continuing to embed our literacy priorities (as outlined in our Whole Site Literacy Agreement).

Educators were actively involved in a 'whole team' professional reading approach – "I Am Reading" to support and guide our work in children's literacy development. This has been valuable for team members individually and as Educators together. The reading has led educators to gain a deeper understanding of children's literacy development and how we can embed these in our daily practices and experiences offered to children. Over 2022 we also had a strong focus on building Educator knowledge, confidence and skills in working toward embedding culturally responsive practices in our daily interactions and learning environments. The Centre Educational Leaders led an inquiry into cultural competence, continuing to facilitate the DfE Talk, Play, Read modules, and a comprehensive review of our site wide Philosophy statement and what it looks like in our environment.

## Governing council report

The Governing Council is such a great opportunity for parents and friends of the centre to get insights into the mechanics of the centre to deliver the best experience and educational outcomes for the students.

I have been so grateful to be a part of the council again in 2022, this last year being chair. Special mention to Hannah, Gen and Ellen for their participation and volunteering on our fundraising activities.

It was a year of goodbyes with our educators – Tammy and Jacqui – both long term and much loved educators at the centre and more recently Michelle – who has been instrumental in managing the financial activities of the centre and reporting financial information to the governing council in a concise and professional manner. Replacing Michelle, is Sally Fraser, who we are all certain will continue to do amazing work in the finance and administration role.

2022 was also Catherine Hill's first year as centre director – Catherine has embraced and flourished in her role in the centre.

As mentioned, the NCCC governing council ran several successful fundraisers including raising almost \$2000 for the father's Day treasure chest raffle along with the mother's day raffle, Christmas raffles, picture plate fundraiser and pie drive. We also manned the Barossa Farmer's market burger stall and had good support from families who volunteered on the day.

We are so grateful to Vicky and James for their amazing efforts on the mud kitchen, sensory wall and play spaces in the early years. It's wonderful to have staff and volunteers that put such care into student's experiences.

The governing council looks forward to another year of navigating through policy reforms such as the reconciliation action plan and of course creating events and fundraising to promote our wonderful centre and give back to the students that enjoy its services.

I thank the committee members of 2022 and look forward to welcoming in the council of 2023.

# Preschool quality improvement planning

Goal 1 PQIP: To extend children's ability to see themselves as readers and for children to engage in reader like behaviours, develop functional language and make meaning from texts. Our Challenge of Practice - If educators model, name and draw children's attention to reader - like behaviours, the text specific language and directly state and inferred meaning in texts, then we will extend children's ability to see themselves as readers, develop functional language and make meaning from texts. Educators developed reference to their ideas of 'reader-like behaviours'. Educators are consistently using prompting language with children e.g. "you are reading like a 2-year-old". Children have been observed continually seeking out familiar texts. Educators using familiar texts and introducing new and different texts. Children are role playing reader like behaviours. Educators have noticed children's enthusiasm to read to others, including conducting group time. Educators have reported on children's literacy learning in pedagogical documentation (related to children's interests). Educators have used language from the Early Years learning framework and the Preschool literacy indicators (for preschool children) in their documentation of children's learning – this has been shared with families – in written form, verbally and via email. Student Free day – Educators looked at high impact teaching strategies in relation to children 'reading' – discussions around what areas we are implementing/have embedded in our practices with teaching and learning. SFD also supported collaborative data analysis in relation to children's phonological awareness.

Goal 2 PQIP: Children to develop positive attitudes and gain knowledge of different practices and views of the Ngadjuri People and Aboriginal Cultures.

From whole Centre 'Cultural Immersion' professional development day, Educators know more 'background' information regarding Aboriginal perspectives and have heard stories/truth telling from local Aboriginal people/elders. This has given the team an increased confidence in exploring further on how we can incorporate Aboriginal teaching and learning in our every day practices and pedagogy.

Early Years – Introduced and consistently implement acknowledgment of country at fruit times. Children are participating and look to be involved when instigated by educators – "Here is the land, here is the sky, here are my friends, and here am I, hands up, hands down, we're on Ngadjuri land.

Educators met to develop a Centre Reconciliation Action Plan (RAP). Support was sought from Reconciliation SA. By the end of 2022 we submitted our Reconciliation Action Plan with 14 goals and related deliverables - this was approved and 'published' by Reconciliation SA. This work will continue in 2023.

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## Financial statement

Funding Source	Amount
Grants: State	\$557,364
Grants: Commonwealth	\$0
Parent Contributions	\$22,176
Other	\$3,145

## 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	Funding provided Educators with the opportunity to critically reflect on their pedagogical practices focusing on Emergent Literacy and Pedagogical Documentation. This included attending multiple Student Free Days and the purchase and engagement in Professional Reading. The site has a literacy agreement - developed by Educators.	According to our emergent literacy data, most children showed improvement over the year, in particular around phonological awareness. Initial data collected was analysed at a student free day. Educators developed strategies/ideas on changes/additions to the learning environments to support children's literacy and numeracy development.
Inclusive Education Support Program	Early Intervention and Inclusive Education Support Program funds were used to train and employ Early Childhood Workers to support identified individual needs of children on referral for specialist intervention. Programs were implemented for children to develop in areas identified by specialists. Support was also provided to children identified under the guardianship of the CE and support Aboriginal children starting at 3 and in their eligible preschool year.	Over 25% of children were identified and received specialised support throughout the year. Additional funding also allowed for Emergent Literacy groups to be created and targeted support in areas of need - e.g. speech and language support, supporting children's regulation, supporting children over routine times.
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.