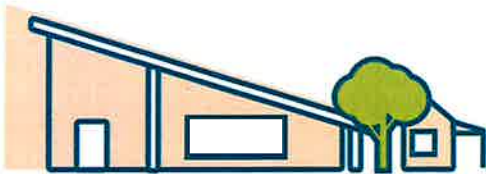




WE ACKNOWLEDGE THE
TRADITIONAL OWNERS OF THE
NGADJURI LAND WE LEARN AND
PLAY ON



2024 annual report to the Community

Nuriootpa Community Children's Ctr

Nuriootpa Community Children's Ctr number: 5308

Partnership: Barossa Valley



Preschool director:

Catherine Hill

Signature

Date of endorsement:

16/06/2025



Context Statement

Information about Nuriootpa Community Children's Ctr is available on the centres website, as well as the Australian Childrens Education and Care Quality Authority (ACECQA) website.

Governing Council Report

I am pleased to present the Annual Report for 2024, for the Nuriootpa Community Children's Centre providing an overview of our achievements, challenges, and future directions. Our goal is to create a nurturing and inclusive learning environment for young children, fostering their development through play-based learning and community engagement.

Nuriootpa Community Children's Centre is a Rural Integrated service providing both Department for Education Preschool Programs and a Community Based Not for profit Early Years - Long Day Care program.

Our Early Years - Long Day Care has a licensed capacity for up to 30 children aged from 0 - 6 years and when Preschool is not in operation up to 57 children.

As per Department for Education guidelines our Preschool program had capacity for up to 55 children per session in 2024. The Centre has been well utilised over 2024 with Early Years - Long Day Care having a Full Time Equivalent of 28.61 and Preschool numbers sitting between 48- 52.

We have a unique Service, providing high quality, consistent education and care to children and families. We utilise the 'Integration' nature of our Centre, where our 3.5 +yr olds in long day care are included in the preschool environment over each day, providing intentional learning environments where children experience continuity, predictability and greater sense of belonging.

Over 2024 we continued to work collaboratively across the Centre (Early Years & Preschool) to develop a 'whole team' approach to teaching and learning and in relation to creating a positive team culture. Educators have been actively involved in thinking about a 'team' philosophy to sit alongside our Centre philosophy. This work will continue over 2025.

We have continued to have a strong focus on building Educator knowledge, confidence and skills in working toward embedding culturally responsive practices in our daily interactions and learning environments.

2024 saw the continuation of the Preschool midyear intake - with our first group of midyear children heading to school in July.

Our big highlight for 2024 was having the Department for Education Curriculum team choose our site to highlight a couple of the principles and practices in the Early Years Learning Framework v 2.0 - the focus we had was reciprocal relationships and continuity of learning - both areas we do really well here at NCCC. The Curriculum team spent a day here filming our interactions with children and families and the video is now on the SA Curriculum Website for Department for Education members to view.

We partnered with Barossa Fresh to receive food items (from their 'Food bank') for our Community Care Cart where families had access to food items and we are hoping this to continue in 2025.

Quality Improvement Planning

Goal:

- To develop children's ability to recognise their emotional wellbeing and develop strategies to regulate emotions in our early learning environments

Actions Included:

- Educators will engage in professional learning to develop their understanding of and ability to implement regulation strategies and positive behaviour supports.
- Educators continued to become familiar with and use visuals with common language to support children during exploration and routines times.,
- Educators provided learning environments that used consistent approaches to language, support, guidance and strategies for wellbeing and regulation.

Other Priorities in relation to the National Quality Standards

- Continue our work with our Reconciliation Action Plan to strengthen children's understanding of Aboriginal culture and history and build capacity to respond to diversity with care and respect.
- Continue to keep families informed of programs, planning, children's learning and progress and quality improvement priorities and gaining family feedback to include their views.
- Continue to develop and embed supportive practices for professional teamwork and collaboration across the Centre

Challenges & Future Goals

- **Challenges:** Navigating the Early Childhood Educator Retention grant, 3 yr old preschool
- **Future Directions:** Delving deeper into children's thinking in our play based learning environment, making learning visible for children, families and our community, refining Educator's Critical Reflection and collaborative team environments and expanding community partnerships.

I would like to take this opportunity to thank the Governing Council for 2024. Your support and efforts are commendable and very much appreciated.

I'd also like to thank our Educators for their commitment and dedication to our Priorities and providing high quality learning environments for children and families.

Thank you to Sally for supporting with all the admin and finance tasks and a very big thank you to Kelly - our assistant Director for her continued support to me in my role, working collaboratively and providing support and guidance to our team.

As we reflect on the past year, we celebrate our achievements and look forward to another year of growth and learning. We remain committed to providing high-quality early childhood education in a supportive and inclusive environment.

Preschool Attendance

	Term 1	Term 2	Term 3	Term 4
2021 centre	89.9%	91.6%	83.1%	87.8%
2022 centre	87.6%	86.8%	84.2%	87.5%
2023 centre	78.9%	77.1%	87.4%	74.1%
2024 centre	90.6%		81.2%	

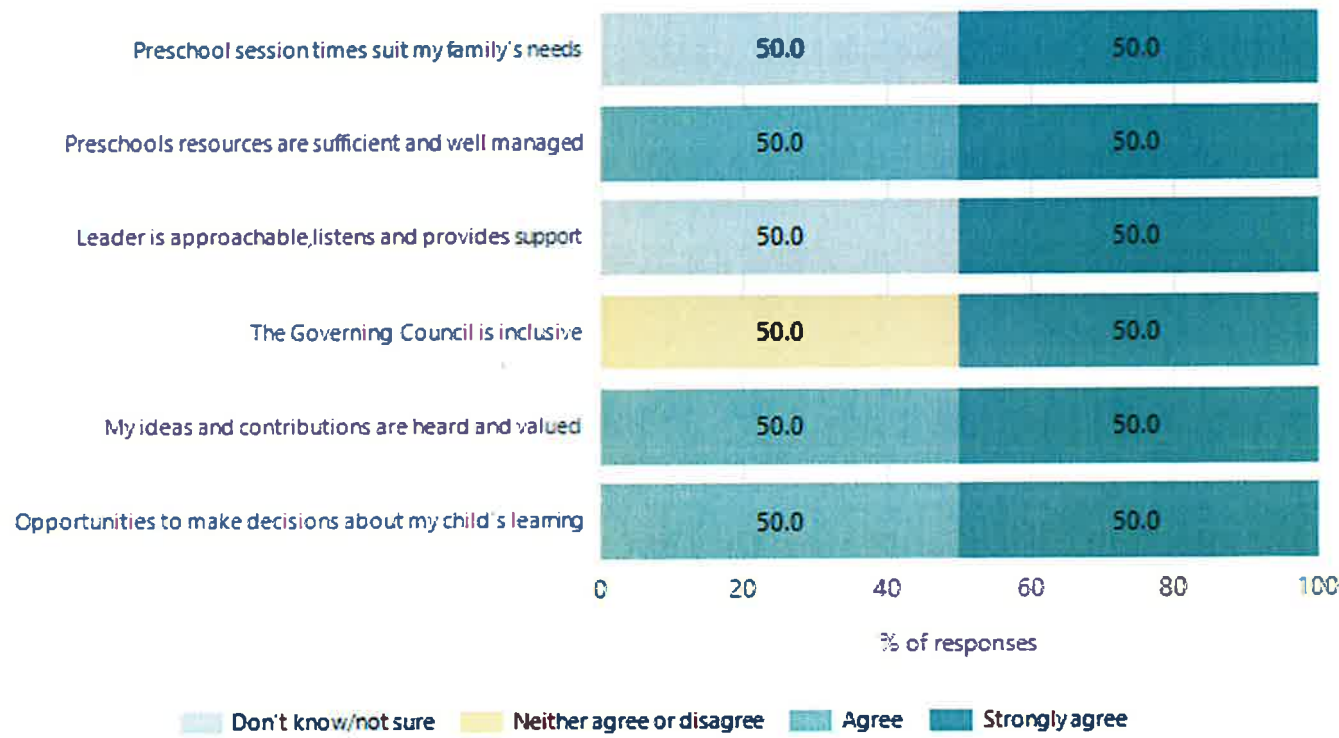
Based on attendances recorded in the two-week reference period each term. Data for eligible enrolments as described in the department's Enrolment policy. Attendance rates may differ to previous reporting with the transfer from calculations based on deemed attendance to actual attendance using booked hours divided by attended hours. Data Source: Department for Education Attendance Data, Semester 1 Report 2024. A blank cell indicates there we no students enrolled.

Attendance Comment

In South Australia, preschool attendance is not compulsory, but it is strongly encouraged. Preschool gives children the best opportunity to develop skills, which prepare them for school. These benefits include establishing positive routines and habits, friendships and connections as well as developing communication, problem-solving and creative skills. All children are entitled to access a preschool program over 4 terms the year before they start school.

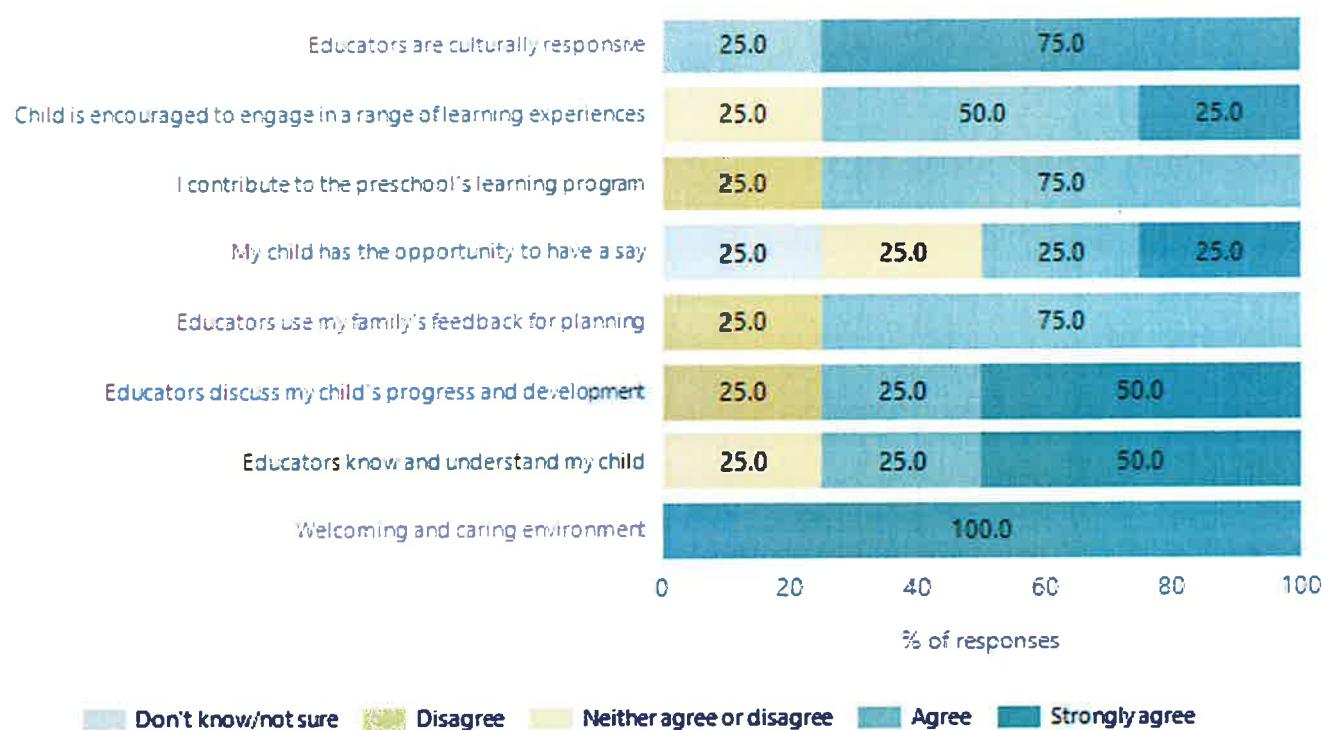
Preschool Family Opinion Survey

Governance, Leadership and Management



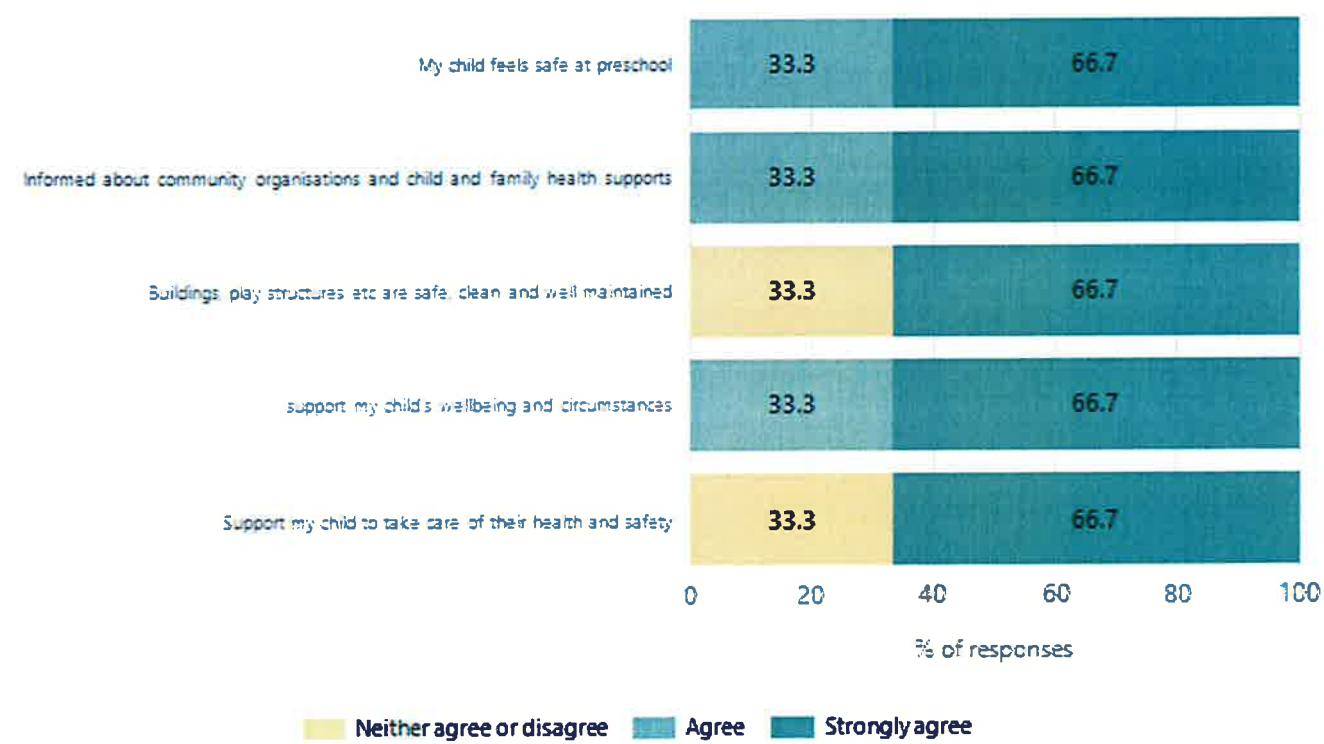
Data Source: 2024 Department for Education Preschool Family Opinions Survey, Term 3 2024.

Quality of Teaching and Learning



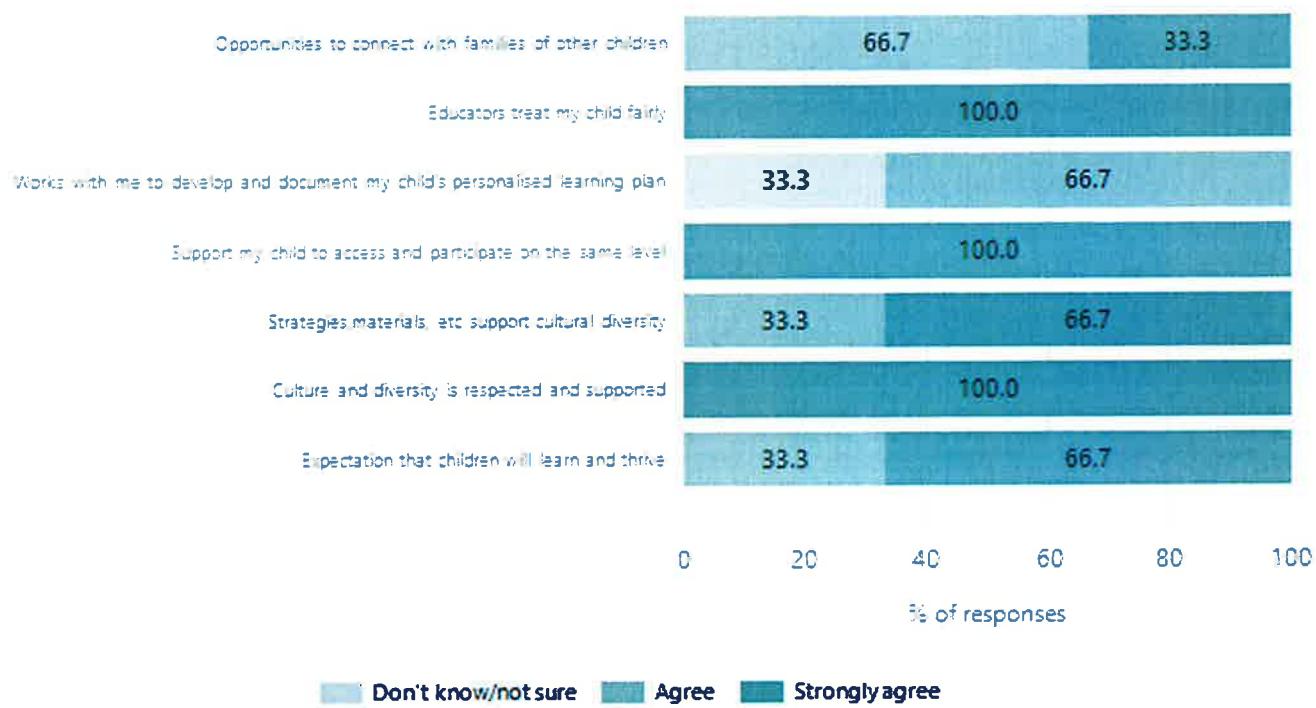
Data Source: 2024 Department for Education Preschool Family Opinions Survey, Term 3 2024.

Safety, Health and Wellbeing



Data Source: 2024 Department for Education Preschool Family Opinions Survey, Term 3 2024.

Support and Inclusion



Data Source: 2024 Department for Education Preschool Family Opinions Survey, Term 3 2024.

Destination Schools

Feeder Schools (Site number - Name)	2022	2023	2024
0160 - Greenock Primary School	17.0%	15.4%	16.7%
0223 - Light Pass Primary School	5.7%		7.4%
0242 - Angaston Primary School	7.6%	3.9%	3.7%
0318 - Nuriootpa Primary School	30.2%	30.8%	31.5%
0427 - Tanunda Primary School	22.6%	23.1%	18.5%
0442 - Truro Primary School	3.8%	3.9%	
9099 - Redeemer Lutheran School	5.7%	3.9%	9.3%
9999 - Unknown	5.7%	15.4%	11.1%

Note: The data is collected in term 3. It does not reflect actual schools enrolled in by existing preschool children. A blank cell indicates there was no data for students enrolled.

Data Source: Department for Education Destination Data Report, 2024.

Highest Qualifications held by the teaching workforce and workforce composition

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

Qualification Level	Number of Qualifications
Bachelor's degrees or Diplomas	5

Data Source: Data extracted from Mandatory Workforce Information Collections as on the last pay date of June 2024. As self-reported by staff in the system.

Please note: Data includes staff who are Actively employed and on extended paid leave. Please note only the highest qualification of the Teaching staff is reported. Excludes any number of other certifications earned.

Workforce composition including indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	3.9	0.0	1.5
Persons	0.0	5.0	0.0	2.0

Data Source: Data extracted from Mandatory Workforce Information Collection as on the last pay date of June 2024.

Please note: Data includes staff who are actively employed and on extended paid leave. "Indigenous category" is self-reported by staff in the system.

Financial Statement

Funding Source	Amount
Grants: State	\$634 434.88
Grants: Commonwealth	
Parent Contributions	\$22 132.89
Fund Raising	\$7 044.19
Other	\$3834.68

Data Source: School supplied data.