



Pennington Children's Centre

2022 annual report to the community

Pennington Children's Centre Number: 5640

Partnership: Inner West

Signature

Children's centre director: Mrs Suzanne Dawson

Governing council chair: Leonie Mouthaan

Date of endorsement: 21 February 2023



Government
of South Australia
Department for Education

Context and highlights

Pennington Children's Centre for Early Childhood Development and Parenting is situated on Butler Avenue, alongside Pennington School R-6. The centre opened in 2018 and has worked since that time towards the centres' vision that "Pennington Children's Centre is a place of learning for all". As a Children's Centre, we offer playgroup, an occasional care program for 2 - 4-year-olds, a kindergarten/preschool program, and a range of family and parenting programs across the year. As we are co-located with Pennington School R-6, we are able to work together to support the continuity of learning for all children through accessing school spaces such as the nature play space, garden and chicken coop and visits to individual classes. In 2022 we also worked with the Music Education Strategy Project Officer based at the school who visited multiple times each term and then came together for a concert with the reception children on two occasions. Educators also participated in the 3rd Year of the National Music Teacher Mentor Program and have shown an ongoing commitment to strengthening music education across the site.

We had several new educators join our team in 2022 including myself in the Acting Director role whilst Jessica Dubois is on maternity leave. Ania & Sofia have settled into the Occasional Care role with confidence and have supported these children well and formed strong relationships with families. Hannah & Crystal have joined our team in preschool support roles working with children with special rights and Daniella returned to the Admin Finance Officer role from maternity leave. Tess won a role in DfE and finished up as Family Practitioner early in Term 2 with this role remaining unfilled.

Jess Scott began 2022 working as the Senior Child Development Coordinator with Paula McKenzie-Brown joining our team. In October Jess won a role in DfE and has taken extended leave from her role at Pennington. As Jess was a founding member of the PCC we acknowledge all of the work she has done in support of the community in that time.

Our site context continued to reflect the diversity of our Pennington Community in 2022. There was quite some movement of families both into and out of the site in 2022 and an unusually high number of children (8) commenced school in Term 3. Of the children enrolled in our preschool program approximately 30% identified as culturally and linguistically diverse and 25% identified as Aboriginal or Torres Strait Islander. 35% of children were those with special rights who required specific adjustments to support their learning ranging from speech pathology program to extensive IESP adjustments ranging from 10 – 15 hours/week of support.

The centre has been an active participant in the Paint the Westside REaD literacy project. As part of the wider collective impact project, we have promoted the monthly literacy messages as part of our planned curriculum and community, had our mascot Lizzie the Literacy Lizard visit each term and used the PTWR promotional materials. A specific annual report for this program is available.

Other highlights have included excursions to Port Malcom Reserve and Little Sprouts Kitchen Garden, Book Week and National Reconciliation Week celebrations. Community Events included 3 amazing Swap Meets, special playgroup days such as messy play and our newly established Create Group were involved in the Clothes Line Project raising awareness against gender-based violence.

One of the most exciting aspects of the year for the entire PCC team was being selected as one of 3 finalists for the University of SA Team Teaching Awards for the 2022 Public Education Awards. Whilst we did not win the category it was an honor to be selected as a finalist and to have the opportunity to attend the awards evening as a team. The nomination was made based on the team's commitment over several years to ensuring teaching practice and pedagogy is informed by evidence and ongoing cumulative site-based research.

Governing council report

In 2022, we had a small governing council committee of 6 parents in addition to our teacher representative, child development coordinator and the preschool director. The GC was able to meet on 4 occasions in addition to the Annual General Meeting to provide feedback and input to decisions regarding site programs, procedures, facilities, finances, and improvement priorities. Our quality improvement plan was shared and discussed. Members were encouraged to participate in staff training to further our Reconciliation Action Plan which was held in July. Feedback from GC was sought on several topics throughout the year including excursions, community programs, extending the session times in 2023. GC approval was sought for a number of projects including extending the preschool sand-pit, redevelopment of a section of the community space yard and installation of additional storage cupboards in the preschool storeroom, laundry, community rooms and an office.

We thank our committee for their ongoing commitment this year and in particular Leonie Mouthaan for taking on the role of Chairperson in 2022.

I would also like to say thank you so much to everyone for such a wonderful year. I have thoroughly enjoyed working and learning with you all. Pennington Children's is a wonderful centre and community with such dedicated educators. It's always exciting to see the children grow and learn across the year and this year is no exception. I wish you all continued success.

Suzanne Dawson - Director

Preschool quality improvement planning

Goal – To improve children’s ability to process and produce complex sentences to extend their social participation with others in our learning program.

4 actions were prioritised to meet this goal across the year with opportunities for reflection and planning. A series of professional learning was also undertaken to support educators increased understandings. This has been documented comprehensively as part of the Step 4 & 5 Monitor & Review process. Actions 1, 2 and 4 were consistently identified as on track and Action 3 was identified as needing attention. This action will be considered in 2023 QIP if required.

Action 1

There was clear anecdotal and actual evidence from Ped Doc of children’s growth across the year that was supported by all educators. Educators noted children using complex language to

- invite educators into their thinking and play.
- wonder aloud (vocalisations).
- respond on topic.
- make connections in their learning.
- engaged together on a shared idea, offer ideas and articulate theories.

Analysis of Ped Doc identified that educators were consistently using a range of instructional strategies identified as supporting children to use more complex sentences. This included:

- Supporting sustained shared thinking with others on topics of interest over time.
- Achieving serve-return, serve-return conversations.
- Encouraging elaboration.
- Supporting peer to peer engagement.
- Prompting to encourage complex sentences.
- Asking open questions.
- Responding with interest.
- Using wait time.
- Introducing new vocab & concepts.
- Using a variety of sentences.

Action 2

During analysis educators identified additional concepts to add to the CLARIFYING A CONCEPT document that demonstrated children’s successful growth over time.

Action 3

There are many ways to ensure children are supported to develop vocabulary. Book-based learning is one strategy that our educators use to achieve this. Planning for the explicit teaching of vocabulary has been evidenced through other opportunities for enquiry and sustained shared thinking this year.

Action 4

Coaching conversations have continued to support educators in their documentation and thinking about children’s learning. All core educators have participated in coaching conversations and have shared pieces with the mentor prior to meetings. If we continue to share Ped Doc with each other, we will have a deeper understanding of children’s thinking and learning and will have greater capacity to impact the teaching and learning for each child.

Overall

There was clear anecdotal and actual evidence from Ped Doc of all children’s growth across the year that was supported by all educators. There was evidence of children moving consistently from short utterances to multiple simple sentences and then compound sentences. For many children there was direct evidence of the use of complex sentences. Analysis of Ped Doc also identified that educators were consistently using a range of instructional strategies identified as supporting children to use more complex sentences.

Children have made very strong connections with a range of enquiry projects. Some projects have continued across multiple terms or the year. Children have returned to consider these enquiries frequently, supported by published pieces of Pedagogical Documentation.

Children have an increased vocab and are better able to self-regulate.

Enablers have included:

- Engaging children in Ped Doc over time has supported peer-peer development, vocabulary development and sustained interest in enquiry projects.
- Opportunities to bring small groups of children together are critical and educators work together to enable this.
- Children re-visiting their Ped Doc and sharing with others.
- Coaching conversations.

Please see Step 4 & 5 Monitor and Review documentation for further information.

Enrolment

	Enrolment by Term			
Year	Term 1	Term 2	Term 3	Term 4
2019	59	62	59	62
2020	57	N/A	63	62
2021	55	59	55	58
2022	58	60	54	53

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	84.6%	86.9%	84.7%	82.9%
2020 centre	87.3%		80.5%	86.2%
2021 centre	81.8%	82.9%	87.3%	82.7%
2022 centre	83.7%	71.2%	76.0%	79%
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

Educators have been proactive in following up absences with families and offering support where needed. Face-to-face conversations, phone calls with families and sharing documentation demonstrating children's learning are the primary tools we have used to engage with families. This year we monitored several children with higher rates of absence. These families reported their children were absent due to illness, transport difficulties or work commitments. Families have been encouraged to access preschool as frequently as possible. We have identified that for several families increased participation in community programs has supported parental connections and provided mental health support and feel that this has helped improve their children's attendance at preschool over the year. Programs of influence include Playgroup, Strengthening Your Shark Cage, Women's Create Circle and Foodbank.

Destination schools

Feeder Schools (Site number - Name)	2019	2020	2021	2022
9069 - Mount Carmel College - Prim Campus	8.6%	6.6%	41.2%	6.5%
337 - Pennington School R-6	84.5%	82.0%	0.0%	77.4%
368 - Prospect Primary School	0.0%	0.0%	0.0%	3.2%
1203 - Westport Primary School	1.7%	0.0%	5.9%	3.2%
9089 - Whitefriars School	3.5%	3.3%	11.8%	6.5%
497 - Woodville Primary School	0.0%	0.0%	11.8%	3.2%

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

The parent opinion survey was conducted in Term 3, with the survey sent out to all families attending preschool and occasional care electronically. Hard copies were also made available. 12 online surveys were completed.

Most responses fell in the Agree/Strongly Agree fields. Notably families responded positively the questions:

- This preschool has an excellent learning environment.
- Teachers are enthusiastic in their teaching.
- I am satisfied with the learning program offered.
- This preschool assists the development of my child's personal and social skills.
- I receive helpful information about my child's progress and achievement.
- The preschool is well organised.
- I have confidence in how the preschool is managed.
- I feel welcome at this preschool'.

Staff will reflect on the small but important responses in the neutral and disagree fields. These included:

- The preschool seeks parents' opinions about educational programs.
- Parents are invited to participate in decisions about their child's education.

A selection of parent comments include:

- PCC is [an] excellent centre of education for children and welcoming for new people. My family feel welcomed... It has a great inclusive community environment.
- Teachers & educators have been brilliant with our child.
- The environment is inviting and always has wonderful provocations set up ready for the children arriving. The teachers are warm, welcoming, and passionate and know my son so well.
- The teachers are kind and work so hard to make sure each child is cared for and learning in new areas.
- The support staff are excellent with all my child's additional needs.
- My family and I feel we are part of Pennington community!
- The teachers communicate with us on a regular basis. We always feel informed.

Relevant history screening

Relevant history screenings have been sought from all DfE educators, relief staff, visiting providers and student teachers and have been documented accordingly.

Financial statement

Funding Source	Amount
Grants: State	\$705,000
Grants: Commonwealth	\$0
Parent Contributions	\$25,500
Other	\$10,100

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	In 2022 this funding has been used to support the implementation of actions identified in the QIP. Specifically, this has included ongoing professional development coaching with Prof Alma Fleet, attendance at IWP professional learning days and opportunities for targeted collegial reflection. Several new educators in the team were supported to build their understanding of Pedagogical Documentation and the cycle of planning specific to their individual roles (Occasional Care & preschool support).	This has enabled educators to improve the quality of learning design, assessment, and reflection processes in relation to literacy and numeracy. There is evidence of growth for all children in the areas of literacy and numeracy.
Inclusive Education Support Program	IESP funding was allocated to children with special rights to support their learning with each child having an individual learning plan developed to document their specific learning adjustments. Extensive adjustments were approved for two children one being Term 2-4 and the other Term 3-4. A third extensive adjustment for an ATSI 3yo was not approved but has been resubmitted for 2023. Due to the level of need the site required an IESP funding review towards the end of Term 2. Following the review funding for individual children was allocated for the remainder of 2022. All funds have been acquitted.	All children demonstrated progress towards their individual learning goals. Teachers worked with support educators to develop ILP's that outlined specific learning adjustments and to implement these plans. Teachers monitored children's progress regularly, liaising with service providers (DFE & private therapists) and families.
Improved outcomes for non-English speaking children who received bilingual support	Bilingual support was accessed for three languages in 2022 – Vietnamese, Punjabi and Tamil. Pleasingly we were able to find bilingual support staff for each of these languages who were available to undertake this support – 3hrs/week for 1 term for each language group. The primary work of the BLSW has been to support the child's transition to preschool, connect with families where possible and to provide further information about the child's language/learning in their home language. Induction for each staff member was undertaken.	All children demonstrated progress especially in the areas of confidence, connection with peers and educators and language development. However, the level of available support does not adequately meet the needs of some children especially those who find separation from family challenging when there are no same language speakers.

* 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	We ensured coherence between both community and preschool spaces by identifying joint needs and aligning resources to ensure all families were supported at the right time. One of the strong examples of this area of funding support is our ongoing contribution to and involvement in the Paint the Westside Project. This project supports families with resources to understand and support their child's brain development and early literacy development at home. The mascot for this project, Lizzie the Literacy Lizard, was involved in a range of activities across all programs within our centre.	Parents reported positive feedback about the support and wide range of opportunities offered to engage in learning with and alongside educators and their children.
Children's Centres for Early Childhood Development and Parenting Grants	Funding has been used to enable the provision of several programs as well as individual supports for families. This has included program costs and funding for creche to enable parent participation. Food security seems to be an ongoing issue for some families in our community and the change by Foodbank to a fortnightly offering has impacted. On occasions we have purchased supplementary staple foods and have been able to add a weekly donated bread delivery.	We have seen growth in the number of families accessing multiple programs over the year and can provide anecdotal evidence of increased connections between participants, increased parenting capacity and requests for support.
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. 	A weekly community playgroup was well attended throughout the year. A preschool educator worked with our CDC to facilitate playgroup with the aim of supporting the development of relationships with families as an adjunct to children's transition into occasional care &/or preschool. Other programs have included Strengthening Your Shark Cage (facilitated with UCWB), Circle of Security (UCWB), Women's Create Circle, Community Swap Meets. Several targeted groups have provided support for specific families and connections have grown consistently. The establishment of the Women's Create Circle has been an outcome.	

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