



Aldinga Beach Children's Centre

2022 annual report to the community

Aldinga Beach Children's Centre Number: 5982

Partnership: Sea & Vines

Signature

Children's centre director: Jane Moore

Governing council chair: Larissa Baird

Date of endorsement: 26 March 2023

Context and highlights

Our centre has been operating for 9 years. Aldinga is located between the coast and wine region of the southern vales. The population is 10,500 and is growing with new schools and housing developments as well as major road works. The median age of residents is 35 and 17% are aged 9 years or younger.

Along with our two main programs of Kindy and Occasional Care, we have continued to focus on additional programs and services to support families within the 0-3 age range. Through continuing our universal playgroups for children under 4 and also for children under 12 months we have intentionally focussed on programs to provide support and early intervention, especially for vulnerable families.

Our centre is deeply invested in our wider community. We linked with 17 partner organisations to provide parenting programs, food relief, legal and financial support, mental health and homelessness support and domestic violence support. The Women's Information Service Volunteers continue to be on site which provides valuable information for our community. We are proud to support families and our community through a responsive strength based approach.

Our highlights

- * Exhibition of Thinking in term 3 - sharing learning with families and community
- * Reconciliation Action Plan
- * Continuing our professional learning with Professor Alma Fleet
- * Fiona Brown was a finalist in the Public Education Awards - early years teacher category
- * Excursions to the forest and beach at Port Willunga

Governing council report

It has been busy, exciting and successful year for the 2022 parent committee at Aldinga Beach Children Centre. This year we saw restrictions ease for south Australia which allowed the parent committee to explore and introduce some fun and exhilarating ideas to bring back normality to the children and within the Centre. This year we had a small, determined and amazing parent committee. Every single member had something to add to each decision made throughout the year, whether it was vision, perspective, inspiration or support. I would like to thank our parent committee of 2022 for their dedication and work throughout the year.

One of the many highlights this year was the 'Thinking Exhibition' that was held at the end of term 3. During the exhibition, the families of the children were invited to come to the Centre and see what each group had been focusing on in their time. Families were able to follow the children's learning journey through the work that they had completed which was beautifully presented around the Kindy rooms.

A memorable activity for the Children would definitely be their excursions to Port Willunga beach and Sheaoak forest. It was great that each group was able to explore the forest and learn history of the lands. All the kids were so excited to return to see what new things they would find and running around in the sand with their friends. In term 2, the staff organised another excursion to the Aldinga library. It was so exciting for the children to walk there from the Kindy and to understand how amazing the suburb of Aldinga is with having many things in close proximity to them. They all enjoyed picking a book of their own to read and then listening to Fiona read to them at the end. They loved the adventure and it was such a highlight to see all their smiling faces there.

This year the parent committee reflected on past fundraisers to see which fundraisers were successful and appropriate to bring back again. These included our cookie dough fundraiser, our bunnings sausages day, and our class of 2022 tea towel sale. In addition to seeing what worked well in the past, we also had our fellow parent committee member Emma Scutella share a brilliant idea to sell shopping bags designed by the children at the Willunga markets in term 3. I would like to say a special thanks to both Emma and her mother for organising this fundraiser with Fiona and Jane, and allowing the Centre to raise funds at their 'Do-bee Honey' stall. This year we raised a total of \$2677. The funds raised will go towards purchasing a defibrillator machine for the Centre.

On behalf of the parent committee, thank you so much to all the families and friends that have supported us throughout the year. A HUGE thank you to all the staff and volunteers at the Aldinga Beach Children Centre, who care for our children as if they were their own and have worked so hard to create a homey and inclusive environment for the community. Last but not least, the committee would like to say a special congratulations to our very much loved, Fiona Brown for being a finalist for the public education award. Your hard work and dedication have always been recognised by us and it was great for the wider public education system to see it too. We are very proud of your achievements and your work within the centre.

Preschool quality improvement planning

Our goal was to enhance children's capacity to use languages to communicate their thinking and learning. Our challenge of practice was for educators to support children's involvement in shared sustained thinking.

Evidence from our analysis of documentation, and feedback from observations by our Early Childhood Leader showed children using more involved vocabulary and working with others to show their thinking. Children's thinking was also clearly shown within the children's group inquiries. Children showed their creativity and thinking while designing machines to clean up the oceans. \Our four inquiry teams included 6 month inquiries : Care for Country, Exploration of Colour, Things that Change and Grow and Aboriginal Art.

Our work with mentor Professor Alma Fleet on pedagogical documentation continued to enhance staff understanding of using two part titles and stories which emphasise the thinking children were involved in. Our team became clearer about the types of thinking children were doing and the roles individuals played within groups.

Work on our Reconciliation Plan as a centre team, with support from families ensured that we were making intentional decisions to strengthen our understanding of First Nation's perspectives. We feel more confident in our understanding and practice. There are more visible acknowledgements throughout the centre including two beautiful carved poles made by Kaurna Elder Allan Sumner, flags and displays.

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	97	100	112	110
2020	103	N/A	100	110
2021	87	94	100	100
2022	69	72	71	72

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	93.3%	89.5%	87.6%	91.5%
2020 centre	89.0%		87.9%	89.9%
2021 centre	86.6%	86.6%	88.1%	91.9%
2022 centre	79.7%	75.4%	57.9%	86.9%
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

Our attendance was lower than in other years which was definitely affected by Covid-19 and illness for families. We are pleased when families keep sick children at home and we certainly encourage this as an expectation.

We believe full days of kindy support families better than a half day provision. The ability to provide OSHC services through the school program is also beneficial for families. We did have some lower attendance on our Fun Fridays this year. Some families choose to keep their children at child care for the 9 days.

We use strategies such as personal contact with families to support attendance. We also offer support from our allied health team and offer support with fees as we know that often the ability to pay fees and provide food can be a barrier to attendance.

Destination schools

Feeder Schools (Site number - Name)	2019	2020	2021	2022
222 - Aldinga Beach Primary School	140.0%	146.2%	0.0%	100.0%
1914 - Aldinga Payinthe College	0.0%	0.0%	0.0%	66.7%
8498 - Tatchilla Lutheran College	4.0%	8.6%	36.4%	16.7%

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 were pleased that over half our families participated in the survey. We achieved extremely high level results across all 4 themes of the survey. Families are appreciative of high level leadership and the quality of learning. There were no negative comments. One family wanted to be more informed about the learning program. We will work with our Parent Committee to seek ways to improve this in 2023.

some of the positive comments include

"The teachers have gone above and beyond to make sure my child receives all the support they need to thrive in their preschool education"

'Communication is open and welcomed"

*What I love about our kindy is the opportunity for community involvement "

*Everyone is encouraged to join in, have a say and be part of everything"

*Aldinga Beach Children's Centre has exceeded every expectation I had. Every teacher and every interaction I have had with teachers has been positive, engaging with respect and understanding. My child is happy, he is learning so much and his teachers are wonderful at providing feedback, frequent interactions and communication. We feel a valued part of this community and so grateful to have such an incredibly experienced, kind, thoughtful and genuine educators caring for our child"

Relevant history screening

Records of relevant history screening are requested on induction and when people have their first visit to our site eg students or volunteers or staff. Partner organisations also provide this evidence. Copies are kept on file and are monitored regularly to ensure no one is out of date.

We follow the Department for Education policies in regards to all volunteers.

Financial statement

Funding Source	Amount
Grants: State	\$847,908
Grants: Commonwealth	\$0
Parent Contributions	\$30,850
Other	\$7,823

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 was used for staff learning and resources to support literacy and numeracy. Staff use the EYLF and literacy and numeracy indicators to program for intentional teaching and rich play based experiences. Staff have professional development and reflect as a team to ensure quality practice. Set up of learning experiences attends to the priority of literacy and numeracy.	97 percent of children achieved their literacy and numeracy goals. Children supported through DfE speech pathology and our staff through individual programs all made excellent progress with their goals. Evidence in documentation showed growth in both literacy and numeracy for all children.
Inclusive Education Support Program	Funds were used to employ staff to support children with additional needs, behaviour and emotional needs or speech and language needs.	All children either achieved or made progress towards their goals.
Improved outcomes for non-English speaking children who received bilingual support	not applicable	not applicable

* 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	Funding was used to develop staff and families through the use of programs and on going support groups. Many families were supported through our allied health team through individual and group consultations. Funding was also used to supply a creche for many programs to enhance access for families.	Parents involved in our wide ranging programs to support parenting, shared their delight in feeling more confident in parenting skills.
Children's Centres for Early Childhood Development and Parenting Grants	Our community Development Coordinator won grants to be able to support programs focussed on families experiencing domestic and family violence. This was often done on partnership with Community Development Coordinators in other Children's centres near to use in location. Programs of special significance include Women are strong, Photo Voice and the Warrior Run held at Christies Beach to support First Nations families to be fit through a 5 km walk or run.	Many families were supported and identified increased confidence , skills and capacities to use in their daily lives. We are very proud of our work in this space to support women in particular.
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. 	Puddle Jumpers and Oz Harvest - food relief Tuesday play group and baby playgroup My Time - a support group for families with children with a disability Lego Club - for children with Autism Spectrum Disorder Early Parent Group - CaFHS Counselling Journeys - Social work support First Aid for families - course Australian Breastfeeding Association - support group Being with Big Feelings - parenting support	

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