



Taikurrendi Children and Family Cent

2022 annual report to the community

Taikurrendi Children and Family Cent Number: 5987

Partnership: Beach Road

Signature

Preschool director:

Mrs Catherine Cavouras

Governing council chair:

Jo Taylor

Date of endorsement:

17 March 2023



Government
of South Australia
Department for Education

Context and highlights

Naa marni meyunna- welcome everyone. We would like to acknowledge the land on which this centre, a place of learning and belonging together, is built on the traditional lands of the Kurna people and we respect their spiritual relationship with their country. We also acknowledge the Kurna people as the custodians of the Adelaide region and that their cultural and heritage beliefs are still as important to the living Kurna people today.

Taikurrendi [pron Tie-ka-rendi] comes from the Kurna language meaning, 'to be mixed, together.'

Taikurrendi has a strong focus on supporting Aboriginal families with young children and reflects a philosophy of acknowledgement, engagement and inclusion of Aboriginal history, culture and community. Our range of services include preschool, occasional care, playgroups and a range of parenting and health programs.

Our Vision-Taikurrendi Children and Family Centre is a safe place for every child and family, where culture will develop and thrive. Partnerships and ongoing relationships are fostered to support opportunities for children, family and the community engaging and learning through education. We will always aspire to reflect a socially just environment that champions the rights of all children and values the identity of our community.

We have enjoyed a range of experiences that have supported learning for all children throughout the year. Some highlights include: Reconciliation and NAIDOC Week experiences in community and on site at Taikurrendi, one of our favourites, 'Taikurrendi Under the Stars', which saw many families engage and share together on a wintery night with the fire pit blazing. We have connected on Peramungk land for 'Kindy on Country' at Kuitpo Forest and at Christies Beach, walking to the Surf Club and learning about water safety. At Taikurrendi we recognise the importance of language being central to culture and make a commitment to respectfully use Kurna language in our site. Each child has actively participated in Aboriginal and Torres Strait Islander (ATSI) cultural learning embedded in our program that fosters greater understanding and knowledge of ATSI cultures through language, songs and dance.

Our staff have actively participated professional learning with the Southern Early Years forum, lead learning with DFE and NGO colleagues engaging in dialogue around the Uluru Statement from the Heart and share learning with our peers across our whole site team. We continue to work purposefully with our Family Support team from DHS and Allied health creating an interdisciplinary team that can support whole families and community with responsive service provision.

The site has continued to supporting the aspirations of the Aboriginal and Torres Strait Islander community and actively actions the recommendations of the DFE Aboriginal Education Strategy 2020 that that links education to life outcomes. This includes a commitment to provide a culturally safe place for children, families, colleagues and community. Taikurrendi has employed two additional ATSI team members and supported seven Cert 3 placements and four work experience placements from our local high schools.

Governing council report

With the late start to term 1 in 2022, we were not sure how the year would progress but start we did with a big sigh of relief from all the families!

I have been a parent of a child at Taikurrendi since my first born started in 2013 and now the fifth and youngest child has completed her year at kindy I feel that I have seen the kindy grow from strength to strength. One thing especially is the comfort of having the same consistent staff team taking care of our children. I know that it is something that the Parent group all agreed as really important. We always had good representation of families at meetings, with Catherine and the team sharing regular updates and insights into how the learning program is designed and what the links to learning is for our children. We were able to get information from the Family Support team about programs that were being offered and the wider role of Taikurrendi in the community. As a group we supported decisions about additional funding grants and also getting an idea of changes happening within the preschool system i.e. 2023 mid-year intake. The group were also very hands on when there were events at Taikurrendi, so a quick thankyou to those families that helped on the BBQ at Taikurrendi Under the Stars, supported the kindy excursions and donated books for Indigenous Literacy Day. It has been a great year, and I feel a lot emotion as I say goodbye to a place that has been a place of support, connection and care for my family.

Thankyou to all the parents, families, carers that volunteered their time and energy to support our Parent advisory group. To the teachers and the whole Taikurrendi team a huge thankyou from us all. Yours sincerely, Jo Taylor (Taikurrendi parent rep)

Preschool quality improvement planning

Taikurrendi CFC Key Improvement focus in 2022

National Quality Standards (NQS) and QIP

Goal 1: To improve children's Phonological Awareness skills (syllables, rhyme, initial sounds) to strengthen communication in speaking, listening and foundation reading skills.

If we implement a consistent, whole site approach to providing phonological awareness in our practice we will improve children's ability to communicate in speaking, listening and foundation reading skills.

Literacy Indicator- I understand the language of my world

ACTION: Whole site engaging in phonological awareness (PA) and data collection PDs.

PA screener – collection of data across whole cohort of children to identify strengths and areas requiring further development to inform programming.

Goal 2: To improve children's understanding and use of data to analyse and interpret information which supports informed decision making.

If we plan for and provide scaffolded learning experiences that collect, sort and organise data we will increase opportunities for children to use data to inform decision making.

Numeracy Indicator: I analyse, read and organise data in my world

ACTION: Strengthen numeracy language in learning and fostering shared understandings with families.

Recognising the role of educators to maximise learning opportunities in everyday moments.

Priorities

-Berry Street Education Model (BSEM): Trauma Informed practice embedded in our approach to teaching and learning. If we improve children's understanding of the brain and regulation through trauma informed practices we will support opportunities for children to 'be ready to learn'.

-Art Inquiry: increasing the opportunity for children to communicate learning in a range of ways. 'A child is 100'

Loris Malaguzzi

-Pedagogy: track and monitor growth (Numeracy goal) collecting data to inform children's learning outcomes.

-Integrated Occasional care: Friday Transition priority and alignment of programming and practice.

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	53	53	50	55
2020	46	N/A	54	51
2021	47	53	54	57
2022	49	51	51	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	88.8%	87.6%	82.4%	86.3%
2020 centre	87.2%		82.0%	86.8%
2021 centre	82.3%	37.6%	82.8%	48.2%
2022 centre	79.8%	81.7%	72.3%	86%
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

Preschool attendance was a little bumpy over the year with health reasons being the major absence. So with that in mind we view attendance reflecting the level of engagement with our service and endeavour to keep our families informed and our children active and connected to their learning. This supports access and participation in preschool sessions, in our playgroups, excursions and events. When families are connected they support their children to be connected. We are a site that has always had a significant number of children accessing Early Entry (three year old Aboriginal and Torres Strait Islander children, children in out of home care and children with speech and language needs) and are eligible to attend two full days -this is supported by an additional teacher resource to ensure that their learning and development needs are supported and in 2022 this was reflected in approximately 25% of the preschool cohort.

Destination schools

Feeder Schools (Site number - Name)	2019	2020	2021	2022
921 - Christies Beach Primary School	61.9%	63.0%	35.3%	100.0%

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

The children and families in the 2022 preschool program came from a large number of local suburbs that saw the spread of feeder schools to 10 sites. Of the 56 enrolled children, 15 children will be completing their eligible 4yr old year in 2023. Taikurrendi continues to have Christies Beach PS as our main feeder school at 50% of our children leaving Taikurrendi for school, followed by Pt Noarlunga PS. Noting that 15% of our children going to non-government schools in the area.

Family opinion survey summary

In 2022 we offered a number of opportunities for families to be engaged and have a voice in their child's learning and offer feedback to support outcomes for children and families.

We collected data in a variety of ways

- family learning conversations twice a year, organised formally (all families)
- preschool occasional care program family reflection book.
- DfE Parent survey online (2 respondents) The lack of respondents indicated that in 2022 families did not feel compelled to engage with this feedback platform. We will look at other ways to gather family feedback specifically targeted towards- Quality of teaching and learning, Relationships and Communication, Leadership and decision making.
- 2022 Reflections from families (11 respondents)
- Statement of Learning family feedback (all families)

From the range of data collected throughout the year, comments reflected that as a site we have a high level of child, family and community satisfaction and engagement across all the seven quality areas and that practice and processes to support this are embedded in service operations, informed by critical reflection and shaped by meaningful engagement with families and/or the community.

An end of year gratitude reflection from E K, "Thank you for having patience and love for all the children and helping them grow."

Relevant history screening

All DFE processes are implemented to ensure that all staff, community user group facilitators and volunteers, including contractors adhered to the requirements to work, facilitate and be on site with children. We processed and funded two volunteers to obtain their DCSI working with children check, supporting capacity building and opening up access and engagement in the work force.

We have embedded processes in place for the collection of required documentation to ensure that child safety is a priority for our site.

Financial statement

Funding Source	Amount
Grants: State	\$889,747
Grants: Commonwealth	\$0
Parent Contributions	\$5,385
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	Aboriginal Family Literacy Strategy (AFLS) Taikurrendi have a resource allocation for an Early Years teacher (0.8FTE) to work with ATSI 3 yr old children and their families enrolled in the preschool program with a focus on increasing literacy outcomes, strengthening identity and supporting families' engagement in education.	Increased family and child engagement in the centre. Strong attendance and regular communication including OnePlan development and family conversations as a regular cycle of connecting learning to outcomes.
Inclusive Education Support Program	Taikurrendi prioritise targeted referrals for children identified needing additional support. We have a lead support teacher that coordinates support programs and works collaboratively with DFE Support Services team and leads staff development in areas of support focus. We have established a cycle of reporting and documentation that accounts for support hours allocated to children and monitoring outcomes in specific SMARTER goals. Families' voice and participation is included and collaboration with other providers integral to the support provided at Taikurrendi.	Through the IESP grant funds allocated we used the funds to provide additional educator support to undertake specific, individualised learning goals either 1:1 or within smaller groups. We also co funded additional hours to ensure that children with extensive learning accommodations had educator support.
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.