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2022 annual report to the community

Number:

Partnership:

Signature

Preschool director:

Ms Suzanne Cottle

Governing council chair:

Beth Cuthbertson

Date of endorsement:

21 March 2023



Government
of South Australia
Department for Education

Context and highlights

Carol Murray Children's Centre is a rural integrated site providing both Kindergarten and Long Day Care. The Centre operates for 49 weeks per year, offering child care for 50 hours per week and full day Kindergarten during term times. Our session times are worked around bus times so we offer full day kindy sessions 8:30-3:30pm over 4 days and have two groups of children up to 30 per group. Our overall capacity is 72 and we averaged about 65 children a day in 2022. A busy site with 24 staff team, a combination of full and part time employees and 2 admin officers.

CMCC is an important community service with a very high demand for childcare. In 2022 our waiting list for childcare hit 100. Our kindy enrolments sit around 55-58. We are the only services providing early childhood programs. Due to Covid, our average utilization rate was 31.7 attendance at Kindy was higher, 89-91%.

We had plans finalised for our new veranda project and now awaiting pricing for building early in 2023. working with JPE design to create concept and full plans for our long term development means we have a well thought out and consistent development plan for the future.

Creating an effective program and planning framework across the site has resulted in all educators being part of a planning team and also opportunities for childcare and Kindy teams to work together to ensure connected learning. Our work with Jane Lemon in 22 resulted in a new philosophy statements, commitments and clear agreement for 2023. Also, a deeper understanding of the planning cycle for childcare educators. Our work with Amanda Bartram and Mimi Heyward we reconnected with book making and inquiry. 10 staff were trained in COS to supported greater understanding of attachment and to support families. 10 more will be trained in 2023.

To more effectively engage our large multi cultural community bi lingual playgroup was offered again in 2022 with 16 families involved. We connected with many new families that were not on our Kindy waiting list for 2023. This group enables us to connect with more community organisations like the migrant resource centre and local council.

Learning improvement goal - a focus on problem solving was interrupted early as we worked with children's well being and relationships building. A very complex Kindy cohort meant important relationships and connections needed to be developed before the we could extend the mathematical thinking learning.

Governing council report

Carol Murray Children's Centre

Governing Council Chair Report 2022

1/03/2023

The Governing Council would like to thank all staff members of Carol Murray Children's Centre for the care they have provided to the children attending the centre during 2022. As a community we are very fortunate to have such a centre which values the needs of our young people.

During 2022 there were some staffing changes. Marisah and Jess left the area, Amy began maternity leave, and Belinda reduced her hours as Assistant Director. Fortunately, Brooke returned from maternity leave and Cassie finished her Cert 3 and began a contract. Furthermore, Sam won the shared role of Assistant Director which she currently shares with Belinda as a mentor. In the kindergarten, we formally farewelled longstanding staff member Vanessa, and Janette resigned to pursue other interests.

One of the biggest challenges in 2022 has been enrolment pressure and an increasing waitlist. In a bid to combat this, Clare has worked hard to fill casual bookings which helped maintain a connection with families on the waitlist. Overall, a lack of support services for young people and their families is an ongoing issue and CMCC is endeavouring to work more closely with the local council and other agencies (such as the migrant resource centre) to provide support and find sustainable solutions to childcare shortages and families in need. Building links for community engagement will continue to be a focus for the centre. For instance, the multicultural playgroup started in 2022 and has been extremely beneficial in connecting isolated families to CMCC.

Furthermore, in 2022 there was a review of the fee structure in comparison to other local non-profit childcare centres, which revealed that the centre was not operating at a break-even budget. In addition to recommendations from the auditors, CMCC initiated a fee increase which has allowed the centre to operate in a viable way.

Changes and updates to the facilities was (and is) an ongoing process. It has been slow; however, 2022 saw some updates happen. For instance, the veranda plans were finalised, new windows were installed, carpet and blinds were added to the sleep room and new sand was poured in the sand pit. The regular replacement of equipment was identified as a need, budgeted for, and purchasing replacements began in 2022.

Building connections with and understanding our First Nations history was a focus for the centre. The kindy children visited the Mundulla swamp with Doug on various occasions which proved to be a big hit. Children and staff also participate in the Acknowledgment of country, and this will continue into 2023 and beyond.

Another focus for the centre was building connections with families. This saw an increase in emails home and use of the journals across the site.

Finally, the Philosophy statement was built on across the year and finished in November. This included commitments where all educators across the site have a shared understanding about the values and beliefs at CMCC.

Once again, Governing Council would like to thank the staff at CMCC for their continued work and support of the children attending the centre.

Preschool quality improvement planning

Goal: To strengthen children's mathematical thinking and understanding

COP: If educators identify promote and plan for critical thinking and problem solving using a numeracy lens, then children will further develop their mathematical thinking and understanding.

Evidence collected and collated across the year demonstrated growth in children's ability to use a range of mathematical concept language when engaging in STEM problem solving activities.

Each term data was collected on how children were: Wondering and making suggestions, engaging in conversations and asking questions, co constructing and collaborating, revisiting their learning and being about to reflect on their learning. This data was collected through specific STEM experiences provided each term so growth snap shots could be achieved. Through the analysis of information collected educators planned to support next steps and inquiry to stretch thinking. Children were able to share their thinking and ideas using more effective mathematical language.

We found, that if we create a planned, scaffolded approach to building mathematical ideas, concepts and language then children's mathematical thinking and understanding will be strengthened.

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Financial statement

Funding Source	Amount
Grants: State	\$6,409
Grants: Commonwealth	\$0
Parent Contributions	\$17,899
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	Given the complexity of the cohort in 2022 our funding was used to ensure children had access to the curriculum by providing 1:1 support at learning experiences, small group work to build vocabulary then, planned experiences to build problem solving through a numeracy lens	Creating opportunities for children to build vocabulary and conversation in planned supported ways then linking small group work to STEM experiences to support problem solving through noticing, revisiting learning, wondering and describing and hypothesising children demonstrated growth in their ability to problem solve using mathematical thinking.
Inclusive Education Support Program	Our IESP was exhausted early and as a site funded one child to be supported for 15 hours a week. We had 10 children with significant needs 2 of those ASD, 2 global developmental delay, that needed supported to engage in the curriculum and one child was supported to ensure he was safe and the whole of the cohort was safe as well. Due to the lack of support services, speech and behaviour, we used the funding to employ an extra ECW so an educator, teacher or ECW could provide 1:1 program support for speech programs, small group work to model safe and workable interactions and some training on regulation for the whole team.	Our evidence demonstrated a growth in children's ability to engage in the curriculum for longer periods of time with less support. The small group work where educators modelled a range of strategies to work with each other, use visual cues and key words sign enabled children to communicate their feelings appropriately and manage change more effectively. Individual planning for engagement and success across the year enabled educators to reflect and plan next steps, nudging development and persistence
Improved outcomes for non-English speaking children who received bilingual support	In 2022 we supported our bi lingual children by providing small group work with an educator each session to build language and conversation. In term 4 we provided a bi lingual playgroup where 16 families and 19 children regularly attended a two hour session. Connecting new families to our centre is very important and this funding made the playgroup achievable. Children were able to make connections with the environment, build relationships with educators and other children and engage in experiences to support vocabulary and language development.	All children that attend the playgroup were able to engage in experiences, meet new children, learn the routine of the day and work independently in the kindy space.

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