



Elliston RSL Memorial Children's Centre

2022 annual report to the community

Elliston RSL Memorial Children's Centre Number: 6616

Partnership: Central Eyre 1

Signature

Preschool director:

Mrs Annie Williams

Governing council chair:

Mrs Sophie Barkway

Date of endorsement:

24 March 2023



Government
of South Australia

Department for Education

Context and highlights

Elliston RSL Memorial Children's Centre is a category 1 Centre with capacity for 15 children. It is part-time and remote. Elliston is a small coastal town nearly 700kms from Adelaide on the west coast of Eyre Peninsula. It is 169kms from Pt Lincoln and 127kms from Streaky Bay. The District Council of Elliston includes the towns of Elliston, Lock, Pt Kenny, Venus Bay and Sheringa. Main industries are farming, fishing and tourism. Elliston has an area school, a hospital, post office, police station, a visitor centre and a service station plus various accommodation businesses. During 2022 while we are in a revamped Science Room a new Centre is in the planning and construction stage, ready for use sometime in 2023. The past two years have encompassed huge change and new environment and together we have created an excellent temporary environment for the children. We look forward to creating a permanent brand new learning arena for the entire community.

The population of Elliston is about 400 and relatively stable. The Elliston RSL Memorial Children's Centre services the needs of families with preschool children who live in the coastal section of the District Council of Elliston. The area includes communities at Bramfield, Mt Wedge, Sheringa and Colton and the surrounding farms. Children from outlying areas travel in by bus. There is only one bus operating in 2022. The average numbers for the preschool into the future remain about the same, that is, between five - ten children. In 2023, we start the year with 5 preschool children and 2 fulltime AP Kids. There are 2 x 4-year-old boys and 3 x 4 year old girls who will move onto Elliston Area School in 2024.

600 hours of preschool is accessed across the year, being weekly on Tuesday and Thursday 8.15am to 3.15pm. Thirteen Monday sessions are allocated throughout the 4 terms.

Elliston Explorers is an embedded nature based program. With small numbers, this program is instrumental in creating and defining a collaborative and problem solving ethos for the group. An Associated Program developed by the current Director, called AP Kids is also an important component of the Centre. This program is extremely successful in supporting the community and the families, where 3 year olds are able to attend every Tuesday and Thursday from 8.45am – 12.00pm. 3.5 year olds attend all day on Tuesday and Thursday. Monday sessions focus on the preschool children. All parents have expressed their gratitude for this program to be included in the Centre and it is one in which will continue for the community. This program also provides the educators with insights into the personalities and educational needs of the children, so that any outside professionals are able to be accessed efficiently.

Staffed with a Director/Teacher and an ECW. The tenure of the Director is for 3 years. The tenure of the new Director of Elliston Children's Centre is 28/01/2022 – 20/01/2025. The centre operates during DfE term school dates (South Australia).

Parent volunteers who have a representative on Governing Council support the playgroup, which is offered on a Wednesday. Child and Family Health Services (CaFHS) is only available over the internet or phone, which means the Centre, is paramount to the wellbeing of families. Family Day Care is very limited within the town and surrounding areas. Transition takes place throughout the year, with weekly visits between the R/1 class and the kindy children every Tuesday afternoon. In Term 4 kindy children attend school for increasing lengths of time for four weeks, working up to a full day in Week 6.

Governing council report

As my family and I were new to the community this year, it was so lovely to instantly feel involved by being chairperson for the kindergarten. Thank you to the other members of the governing council for the support and great discussions at our meetings.

The kindergarten has such a happy and playful vibe and the wonderful teachers bring even more magic and love to it. My son Lockie and daughter Poppy have really enjoyed being there.

Annie and the teaching staff have worked very hard on finalising the layout of the new kindergarten. I cant wait to see the new space that will be created next year. It's going to be spectacular!

We have not needed to do any fundraising this year but have collected money from donation boxes at the local grocery shop and pub.

Thank you to all the staff for creating such a safe and fun environment for our children to learn and make long lasting friendships. You are more than teachers, you have become part of our families. It is a time in life that the kids will never forget and will cherish forever. As will I!

Preschool quality improvement planning

QA1 EYLF guides our curriculum decision making and we continuously respond to children by creating opportunities for them to learn through structured and imaginative play, incorporating the five learning outcomes explicitly and incidentally. The pedagogy of Reggio Emilia and using the environment as the third educator is embedded into the program. Focusing on different ideas and children's interests, we establish environments, which are pertinent to the extension and learning of each child. Elliston Explorers extends each child's independence and thinking skills. Elliston Explorers and AP Kids are both an integral and embedded component of the preschool program.

QA2 Set environments and/or play spaces are developed in response to children's needs. Our observations and educator discussions review how different spaces are being used and how they can be modified. Educators develop their practice through attending training and development, personal research and always looking for new/different exciting ideas to add interest as well as physical and mental engagement.

QA3 The ultimate favourite of many generations, the big green slide is in pride of place at the Centre and is loved and enjoyed by all children. Each term staff review the set-up of the physical environment and reflect on the flow, engagement of the children, revisiting of the children to the learning tables, and any other needs that we think the children may need assistance with. From basic dirt and rocks, we have transformed our temporary Centre into a free flowing, engaging and wonderful environment that allows for problem solving, and critical reflection by all.

QA4 Educators work together to develop individualised programs in a respectful team that recognises each members strengths and skills, challenges pedagogy and strives for individualised child development. Leadership and staff have been constant and this has assisted to develop a service approach of professional collaboration, a willingness to engage with new ideas and thinking and follow through with an informed and extensive planning cycle.

QA5 Educators develop respectful and reciprocal relationships with children which guides and supports the development of self-confidence, skills to relate positively and effectively with others, make decisions and manage their own behaviour. This is supported by everyday interactions, shared learning opportunities, AP Kids, playgroup and family conversations. All educators recognise that children need a sense of connection with others to support the development of their identity, self regulation, social and emotional skills and model positive ways to relate to others.

QA6 A culture of open, respectful communication, characterised by friendly conversations between families and educators is commonplace. Families are encouraged to participate in Governing Council and be actively involved in decision-making at the service. Elliston Explorers and AP Kids program are highly valued by all families. From this positive feedback, we are ensuring the continuance and further development of these programs. The Centre now supports children as young as 3, which enables a strong commitment to high quality practice by all staff.

QA7 All educators are able to confidently discuss and articulate the Goal and Outcomes of the PQIP, and regularly reflect on their own learning and professional development goals to strengthen their knowledge and practice through formal and informal performance discussions. The Centre prides itself on the excellent rapport and respect between all parties, family/community/children, all are inclusive and aspire to the best learning outcomes for their children in a nature and play based environment.

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	10	10	10	10
2020	6	N/A	7	8
2021	12	11	10	10
2022	2	5	8	9

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	95.0%	81.3%	94.0%	92.0%
2020 centre	87.5%		65.7%	64.1%
2021 centre	90.7%	78.7%	84.0%	84.0%
2022 centre	100.0%	80.6%	50.0%	75%
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

Attendance during Term 4 and all year was excellent. The children adjusted to different age levels and the school children visiting each Tuesday afternoon which complemented the attendance of the preschool children. We have still been hit with COVID strains and during Term 4 a terrible Influenza A was rampant which contributed to absences.

Destination schools

Feeder Schools (Site number - Name)

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

All children will attend Elliston Area School.

Family opinion survey summary

Behaviour is excellent at this site. We interact with the community consistently through playgroup for 0-3 year olds every Friday and the Centre has employed an ECW to coordinate this. It has been received in the community with resounding success. Parents are eager to respond to surveys and questionnaires during the year. with excellent feedback received on all. The families and community are becoming frustrated with the lack of moving forward on the new preschool facility. Each year they believe that their child will have access to the new Centre, but each year, it is still not completed or started. We have excellent feedback from our clients over the program and curriculum we provide at the current Centre. Families and community are included at every opportunity at the Centre. The vision is to create and sustain an inclusive Children's Centre that is world class quality for all children 0-5.

Relevant history screening

All staff are up to date with history screening.

Financial statement

Funding Source	Amount
Grants: State	\$187,198
Grants: Commonwealth	\$0
Parent Contributions	\$921
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	One to one intentional teaching and learning occurred throughout the year, with one student requiring intensive speech support and one student requiring numeracy and literacy extension, around mark making and book making.	Basic speech recognised by staff and peers. Extension of literacy and numeracy ability to write books each session around interests that were relevant to him.
Inclusive Education Support Program	As a positive with low enrolments, we are able to spend considerable time with each student to progress their learning and cater for their individual needs. This funding creates the opportunities for this to occur consistently.	All families are invited to a certain number of Elliston Explorer days and this creates an atmosphere of safety and happiness with all families and community. Basically we include all elements of our community not just the children who are attending preschool.
Improved outcomes for non-English speaking children who received bilingual support	NA	NA

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