



Hawker Childhood Services Centre

2022 annual report to the community

Hawker Childhood Services Centre Number: 6622

Partnership: Far North

Signature

Preschool director:

Ms Florence Galarita

Governing council chair:

Katherine Bevan

Date of endorsement:

20 March 2023



Government
of South Australia

Department for Education

Context and highlights

Hawker Childhood Services Centre operates every Monday, Tuesday and even weeks of Wednesday (4th, 6th and 8th week). The Centre is up and running with two main workforce, Director and Early Childhood Worker and governed by governing council committee that meets twice a term.

Under the preschool program, we have the associated program since 2020 which allowing non-Aboriginal children to access preschool program at the age of 3 for 3 hours a week, coincide with the Aboriginal program in which 3-year-old Aboriginal children accessing 12 hours of preschool program.

Children who are transitioning to school are provided the specific intentional programs with specific site goal congruent to each child's learning goal.

At the beginning of the year support from Education Support Services team members were given (Speech Pathologist, Special Educator)

to one of our children and close at the end of the year as progress were visible.

Mid-year intake will begin in Term 3 of 2023. This means before May 1 a child can continue to start preschool at the beginning of the year; from 1st May to 31st October start preschool through the mid-year intake at the start of term 3 of that year; after 31st October start preschool at the beginning of the following year.

2022 Governing Council efforts focused once again on our annual Easter bake sale which was very popular and a hit success on Good Friday and have witnessed different people came to taste the talk of the town 'Hawker Kindy-Easter Bake Sale'. The sale raised enough funds to get a live performance at Kindy from Lucy Rasheed Show, which again the R-2 class joined and a valuable interactive musical session and was enjoyed by all.

We had the chance visiting the community aged care facilities where our little ones showed their singing and dancing prowess to the elder people. Our little ones put smile on our elder people's faces. Parents were all happy as we are trying to close the generation gap.

There were three school children with severe significant disabilities using our secluded playground. The Centre permitted this agreement as way of helping and supporting the safety of these children and staff, too. School fencing will commence this year, this will benefit both school and preschool stakeholders. In connection with supporting, school helped out the Centre whenever the regular ECW is away by sending second person to assist the Director. This shows sites in remote areas like the school and preschool, looked after each other.

Decembers presentation night, the absolute highlight of the night for many and loved by the community. The kids danced in pairs to Waltzing Matilda which they all seemed to thoroughly enjoy and happily sang along.

We have five children graduated happily and equipped with confidence facing another stage of their learning journey.

Governing council report

Hawker Childhood Services Centre Chairpersons Report 2022

Firstly I'd like to thank Florence and all her support staff for their efforts throughout the year, we really appreciate your love and caring attention given to all our little people at this important stage of introduction to the education system. The HCSC program proving itself invaluable once again as we watched all this years reception kids skip into school this term thoroughly looking forward to their school career.

2022 Governing Council efforts focused once again on our annual Easter bake sale which was roaring success. Lucy Rasheed was enjoying her family Easter break in the Flinders and popped into the stall on Good Friday and did a performance for us which was a lot of fun, and we soon saw the last of the baked goods disappearing. The sale raised enough funds to get a live performance at Kindy from Lucy, which again the R-2 class joined and a valuable interactive musical session was enjoyed by all.

We welcome Jaekiya to the 2023 teaching team and wish her the best of luck with her move to Hawker. Many thanks to Karen, Mr T and others who routinely assisted Florence this past year and hope Jaekiya enjoys her time here and stays forever!

Special congratulations to Florence and staff on the execution of a terrific performance from the kids at Decembers presentation night, the absolute highlight of the night for many. The kids danced in pairs to Waltzing Matilda which they all seemed to thoroughly enjoy and happily sang along with more words than I know!

To my friends on the Governing Council thank you ever so much for donating your time each term to our meetings and everything that is required to facilitate those and provide our support to Florence. Your precious volunteer hours are so much appreciated.

I thank you all for having me as your Chair this year again, and I wish the little people, the staff, all parents and the Governing Council the very best for 2023.

Preschool quality improvement planning

Hawker Childhood Services Centre focused in two main goals:

For literacy- Children will confidently and purposefully engage with others in back and forth conversations to express ideas and share knowledge. The educators challenge of practice is: If we use strategies for sustained shared thinking alongside and with children, then we will extend children's ability to confidently and purposefully engage with others in back and forth conversations to express ideas and share knowledge. The success criteria for this is- Through analysis of formative assessment we will see children: * verbally contributing to back-and-forth conversations * contributing to 1:1 or small group exchanges using gaze, gestures, key word sign, props or visual cues to express ideas* confidently generating and exchanging ideas in play.

The literacy's three main actions are:

- *Professional Learning on Sustained Shared Thinking to develop a shared understanding and consistent implementation by all educators.

- *Regularly connect with Curriculum Support to authentically enact the planning cycle and assessment for learning practices.

- *Educators will consistently: give children time to think and respond, engage in back and forth conversations with children, invite children to share their ideas, affirming and following these ideas.

For numeracy- Children will develop their understanding and use of number sense (subitising) in order to quantify (how many). The educators challenge of practice is: If we provide meaningful learning experiences on number sense (subitise) and consistently use the strategies of sustained shared thinking, then we will strengthen children's understanding and use of number in order to quantify (how many). The success criteria for this is- Through analysis of formative assessment we will see children will counting objects aloud, will naming how many by using 'There are ...' and will noticing quantity as an attribute e.g. There are 3 ... and children will singing/counting songs and rhymes.

The numeracy's three main actions are:

- *Professional Learning on Number Sense (subitise) to develop a shared understanding and consistent implementation by all educators.

- subitise: recognise collections up to five without counting and understanding that subitising can also tell us how many.

- *Regularly connect with Curriculum Support to authentically enact the planning cycle and assessment for learning practices.

- *Provide a numeracy rich learning environment, with multiple opportunities for back and forth conversations about subitising and number sense.

The Centre's 3 main NQS foci are: Program and Planning, Environment and Relationship with the Children.

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	7	8	10	12
2020	6	N/A	9	10
2021	7	9	6	7
2022	6	7	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	95.6%	84.9%	88.1%	88.1%
2020 centre	100.0%		81.8%	86.2%
2021 centre	64.6%	81.2%	87.5%	40.7%
2022 centre	79.2%	77.3%	58.7%	77.5%
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

The attendance in Hawker Childhood Services Centre has always been good, apart from once in a while absences due to family reasons.

Children are mostly present in every operating days which fall on Monday and Tuesday. Families and community always supporting the Centre all year round in every way particularly when it comes to attendance.

Destination schools

Feeder Schools (Site number - Name)	2019	2020	2021	2022
175 - Hawker Area School	100.0%	100.0%	100.0%	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

Hawker Area School is the only school close to Hawker Childhood Services Centre as the next school is 165kms away from Hawker.

Family opinion survey summary

From parents and other community people:

You have made lots of changes in Kindy- verbally from a parent.

My mum always wanting to drive around Kindy and find it very happy and colorful -verbally from previous local

Hawker hospital wants to donate some crafts for children to create what they want - from Hawker hospital people

Another year of Kindy that shows how important having Kindy in the community - Governing Council committee

We are willing to help in any works here for our Centre- parents

Relevant history screening

Relevant history check are all current until mid-year of 2024

Financial statement

Funding Source	Amount
Grants: State	\$171,094
Grants: Commonwealth	\$0
Parent Contributions	\$1,048
Other	\$1,332

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	<p>For Numeracy: we have been attending training- Number Sense.</p> <p>For Literacy: we have been utilising our curriculum support throughout the year- 2022 learning journey.</p> <p>Music Strategy: This training is connected with both numeracy and literacy</p>	<p>We achieved our 2022 literacy goal: Children verbally contributing to back-and-forth conversations, they contributing to 1:1 or small group exchanges using gaze, gestures, key word sign, props or visual cues to express ideas and they confidently generating and exchanging ideas in play.</p> <p>For numeracy goal children became confident in counting and subitising and gained more knowledge in numerical skills with their everyday lives.</p> <p>Music is one of our tools for our learners to gain more knowledge in literacy and numeracy as well as boosting self confidence in performing in front of big audience e.g. Presentation Night- whole community loved them.</p>
Inclusive Education Support Program	n/a	n/a
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.