



# Ngura Yadurirn Children & Family Ctr

## 2022 annual report to the community

Ngura Yadurirn Children & Family Ctr Number: 6641

Partnership: Far West

Signature

Children's centre director: Ms Claire Higgs

Governing council chair: Lindsay Denton

Date of endorsement: 11 February 2023



Government  
of South Australia  
Department for Education

## Context and highlights

Ngura Yadirin Children and Family Centre meaning; 'Place we go to become bigger, stronger and better' is situated in the rural town of Ceduna with a population of approximately 2290 and lies approximately 800km North West of Adelaide. Ngura Yadirin Children and Family Centre is the only Public preschools in Ceduna. Crossways Lutheran Schools, the non-government school, has an early learning centre attached to their school. The town has two childcare centres, one of which is situated alongside of us. Ceduna Area School is situated on the other side of us. Our position therefore provides us with plenty of opportunities to strengthen relationships and enables robust and meaningful transition to school. We have regular informal and formal visits to the school during the year.

Ngura Yadirin places immense value on the importance of the first 1000 days of a child's life. We therefore provide numerous opportunities for parents/caregivers to participate in parenting groups, playgroups, and other groups designed to support the parenting journey. We offer an Occasional Care program which is for many families the first time that they leave their children, and provides a great opportunity for children to develop a sense of belonging before they start Preschool. We have a strong focus on play-based learning and supporting children's development using meaningful child-led moments balanced with intentional teaching. Our environment is designed to foster children's independence, curiosity and sense of agency.

Ngura Yadirin is a category 1 preschool, with a high level of disadvantaged children and families as shown by the increase of 'children at risk' in the AECD data. The Preschool has a capacity for 60 children this includes, Aboriginal 3 year olds, 4 year olds and 6 Inclusive Preschool Program (IPP) children. By the end of Term 4 2022 we had 31 Aboriginal 3 year olds, 38 4 year olds and 3 children in IPP.

Our staffing is made up of Preschool teachers, early childhood workers, an Aboriginal Family Literacy Strategy Teacher, Community Development Coordinator, 0.6 Occupational Therapist, 0.5 Speech and Language support teacher, and part time admin support. Connected Beginnings including a Community Connections Coordinator, Project Officer and cultural mentors is based onsite and provides another level of support to our families as well as the wider Community, focusing on the importance of the Early Years.

2022 was another year filled with challenges and uncertainty. We were unable to fill a fulltime teaching position, despite all efforts made by us, our LET team and HR. This meant we relied on PRT's. We were fortunate that we were able to have some constancy with our PRT which provide a level of stability for children and staff.

.Our Kindy on Country program was once again a successful addition to our Curriculum and once again we were able to see how this program supports and increase children's oral language skills and their overall confidence. We successfully appoint a Director for five years, and have a full teaching team for 2023 which is a great outcome.

## Governing council report

2022 was another fantastic year for the children at Ngura Yadirin Children's Centre.

The Governing Council was a small but dedicated bunch and we had quite a bit on our agenda each meeting.

We ran recruitment for a new director for the third time in 5 years and were very pleased when we awarded the role to Susie Bowden who is a past director at our centre. Susie will take the reins from 2023-2027 having won a five year contract.

This means that we are farewelling Claire after her three years in the role during unprecedented times. Claire started in 2022 dealing with covid for the third year straight. There were covid restrictions to navigate early including mandatory face masks , immunisations and parents being unable to enter the preschool room.

Staffing was also tricky due to covid and other reasons but Claire and team did a fantastic job as always and the children enjoyed a seamless year in kindy with no awareness of any juggles and struggles.

Governing Council ran a raffle this year raising \$6,951 in total. This will be spent on children resources next year.

I will be stepping down as Governing Council Chair at the end 2022 after five years in the role as my children have all moved on to school now. It has been a privilege and an honour to work so closely with Ngura Yadirin and something I will miss. The centre has added so much value to my family's lives, as well as many many others. I may be biased but it's the best pre-school in the country and I know it will maintain that standard for many years to come.

Lindsay Denton

# Preschool quality improvement planning

Our PQIP goal for 2022 came about after analysing what we had observed and reflected on what children knew could do from our 2021 goal. Therefore our 2022 PQIP goal became: GOAL 1: To strengthen children's understanding of mark making to express ideas.

**SUCCESS CRITERIA:** through formative assessment and its analysis we will see children; using more complex and varied marks, scribbles, drawings and letter forms. Making the connections between letter sounds and written words. Using mark making symbols in play to represent and express ideas and talking about their mark making.

**ACTIONS:** One of our main actions was to increase educators' knowledge and understanding of formative assessment. Observing, analyzing, planning and reflecting. We had whole site PD and additional support from our local LET team and Department learning and development team. There was a huge shift in how educators collected and analysed data and used this to inform and support children's learning goals as well as whole group planning and programming.

**OUTCOMES:** Common understanding by educators, and educators being more intentional in creating engaging mark making experiences in all areas of the environment and then using this time to engage in conversations with children was evident. We were pleased to see an increase in all children's ability to engage in mark making, beginning to form letters and making the connections between letter sounds and the written word. We saw an increase in all children's confidence to make marks, with a large percentage of children's mark making becoming more complex and detailed. We observed an increase in children sharing with each other and educators about their mark making and that many of these conversations were becoming longer. We noticed that children began to include mark making in their play in all areas including when on Kindy on Country where children were observed making more marks in the sand and dirt. This was overall very pleasing results for the year.

## Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	67	67	66	68
2020	64	N/A	68	69
2021	61	56	56	64
2022	59	59	65	68

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	78.6%	76.4%	67.5%	76.7%
2020 centre	62.0%		65.7%	67.9%
2021 centre	69.4%	71.4%	68.1%	70.5%
2022 centre	65.2%	60.8%	71.5%	84%
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 fluctuated during 2022, with a few of our families not returning to learning in the first part of term 1. However with support from the Connected Beginnings attendance coordinator and teachers we were able to connect with families, highlighting the importance of consistent regular attendance. We were able to break down barriers to attendance, such as transport and Ngura Yadurirn providing emergency lunch if this was a barrier to attendance. The provision of transport for our Aboriginal families continues to be one of the biggest ways we are able to support not only children's attendance to preschool, but that of parents being able to attend groups. With continued support and regular contact we saw an increase in overall attendance throughout the year. To further support attendance we used daily messaging to families if a children was absent, and regular phone calls and home visits. We found this toughing base, and forming connections worked well in supporting overall attendance, and parents began to proactively let us know when a child was away.

## Destination schools

Feeder Schools (Site number - Name)	2019	2020	2021	2022
734 - Ceduna Area School	76.8%	80.5%	92.0%	83.7%
8004 - Crossways Lutheran School	23.2%	17.1%	8.0%	16.3%

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

All families were provided with either a paper or electronic copy of the survey with the option to complete the survey onsite. The purpose of the parent opinion survey allows us to gather information from parents to determine their feelings on our service delivery. Once again we saw a decrease in the number of families completing the survey with only 15 families completing the survey. Overall the results showed that parent agreed or strongly agreed with the leadership, quality teaching and learning and relationships. "Absolutely love the center and how welcoming it is for my whole family. They really make an effort to know the children and their interests and cater to their needs." An area we will need to review is around communication and involvement for families who felt that the Covid restrictions prevent them from feeling connected, and involved in aspects of their child's learning environment. As a site we acknowledge that restrictions were hard for parents, whilst we followed best advice during these challenging time. "I appreciate that the parents are now allowed inside the preschool with relaxed covid rules. Hopefully this will help me feel more involved in my child's learning."

## Relevant history screening

All staff and volunteers who work on site have necessary screening, this includes RAN and Working with Children Checks. As a site we follow the requirements set by the Department for Education and internal processes to ensure these are up to date.

## Financial statement

Funding Source	Amount
Grants: State	\$1,132,899
Grants: Commonwealth	\$750,000
Parent Contributions	\$6,374
Other	\$12,279

## 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>Literacy, and numeracy are a vital component of our yearly curriculum. . This year the focus was on children expressing their ideas through mark making. With funding we were able to access training and development that supported staffs understanding and the importance of mark making. Funding was also allocated to build knowledge and expertise in formative assessment, enabling all educators to focus on the learning and teaching analysis and then using this to report on children’s progress. We focused on increasing children overall number sense with a focus on number recognition and subataizing.</p>	<p>All children showed growth in mark making, oral language and phonological awareness. All children were seen to have made progress towards EYLF Outcomes and the Preschool Numeracy and Literacy Indicators during their time at preschool. Staff’s knowledge and understanding of PedDoc increased.</p>
Inclusive Education Support Program	<p>Our IPP program, provides us with the opportunity to employ an additional teacher and ECW to support children with complex or additional needs. The ongoing funding we receive allows us to strategically forward plan and retain high quality staff and support children with consistency during their time at Preschool.</p>	<p>All children in IPP progressed with their individual and group goals throughout the year. We were able to support transition to school that was unique to each child.</p>
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.

## 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	Parenting programs were provided throughout the year including COS, baby massage, Supported Playgroups, Aboriginal young mums group, a group dedicated to Aboriginal "nannas" and a yarnning and cooking program. These programs were developed to provide parents a strong foundation for their children's healthy development and wellbeing. Connected Beginnings, Community Development Coordinator and Occupational Therapist support these groups and are responsive to community needs.	Participation in groups and connecting with others reduces the isolation for many of our vulnerable families. Participation in groups allows parents to build trust in staff, and the site as a whole. We were able to support parents parenting journey with information and support.
Children's Centres for Early Childhood Development and Parenting Grants	We utilize the funds to successfully run programs; this included transport as well as ensuring we can provide food, crèche for young children and any resources parents needed to participate in any program	Parents show increased confidence to support their children's wellbeing and development. They made good connections with us which goes on to support transition into preschool.
Briefly describe or list the community programs offered in 2022 which had a focus on: <ul style="list-style-type: none"> <li>• Playgroup</li> <li>• Parent support</li> <li>• Transition to and from preschool</li> <li>• Any new programs or services not previously offered.</li> </ul>	Learning together Playgroups, COSP, Jump and Jive, Creepers and Crawlers, Baby Massage, Yarn Time, a Nanna's group, Young Mums and Cuppa and Chat were offered to the community during the year. These programs provide parents with a strong foundation to support their children's wellbeing and development. We have a robust transition to school program.	

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