



Gabmididi Manoo Children and Family Centre

Gabmididi Manoo Childrn & Family Ctr

2022 annual report to the community

Gabmididi Manoo Childrn & Family Ctr Number: 6642

Partnership: Whyalla

Signature

Children's centre director:

Mrs Kym Bradbury

Governing council chair:

Steven Hugo

Date of endorsement:

9 March 2023



Government
of South Australia

Department for Education

Context and highlights

Gabmididi Manoo is an established early childhood service, that is an integrated site with incorporates health, education and wellbeing to support families holistically. We have links to Nunyara Aboriginal Health, and other service providers that utilise the space to support families within the Whyalla area.

We have a Wellbeing Group and a Bush Garden Group that regularly meet at the centre. The wellbeing group meet weekly, and encouragement is around mental health, and connection to culture. Bush garden group is a ongoing project supported by UniSA, where a Bush tucker garden has been established at the site, and is at the end of the first stage of the project. Signage is going up, and we will now link with Hincks Avenue Primary School with Curriculum and resources, and support connection to country for students at both sites. Future developments are connection to plants and their medicinal purposes, as well as cooking experiences with Elders within the community.

Our preschool operates Monday to Friday 9am until 3pm, and alternate Wednesdays.

We offer preschool program alongside occasional care at our site, and occasional care at our other site Davison Street where it is run Tuesday, Wednesday and Thursday 9am until 1145am. Occasional care at Gabmididi Manoo is Tuesday and Thursday 9am until 1145am during school terms. Bus service runs Monday and Tuesday and alternate Wednesday, for families with limited transport.

Of the 80 enrolled children, 65% are Aboriginal. Occasional care we have had 50 children enrolled and averaged 37 regularly attended.

Highlights of the year, were an end of term excursion to Glenn Forest Tourist Park for our graduating children, and an end of term excursion in term 3 to Whyalla Road Safety Centre. We also celebrated NAIDOC week with participation in the March, through the streets of Whyalla.

Governing council report

When taking on the role of Chairperson, I was thrown in the deep end, but it has become a rewarding experience. I was able to meet new people and become an advocate for other families at the service. We learnt a lot about governance and finances, and our roles on the governing council. I was able to be a part of the process of employing a new Director, and to learn another side of the Centre, with the community programs. Next year we hope to extend our knowledge on governance, and support fundraising at the service.

Preschool quality improvement planning

Learning Improvement plan goal was 'Children will progress in their overall social-emotional wellbeing'. Our challenge of practice was 'we will see children increasingly extend on their own interest with enthusiasm, energy and concentration. Children participating with others to solve problems, and contribute to group outcomes and show concern for others'. Our evidence reflected that this was occurring, and evident in children's statements of learning, and observations by key educators. Educators attended online professional training with Music and Literacy, RAMSR, and this was embedded as part of routine of the service, using interceptive experiences with music, connecting to their bodies prior to engaging in further intentional teaching moments. Evidence was also within reflective practice at planning meetings held fortnightly. Our second goal was around mark making to communicate ideas within the learning environments. Access to resources was purposeful, and throughout the indoor and outdoor environments. Resources were rotated so there were new ones, throughout the year. An example were texts and mark making were available within the site, set up in areas that were inviting, and allowed educators to engage with children, and extend their thinking. Evidence of success was within observations by educators and reflective practice within planning meetings.

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	65	74	73	83
2020	69	N/A	83	102
2021	79	80	78	81
2022	76	81	88	84

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	70.3%	69.1%	70.1%	64.9%
2020 centre	76.7%		62.3%	65.0%
2021 centre	67.7%	64.1%	58.0%	65.2%
2022 centre	54.2%	52.9%	61.4%	65%
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

At the end of the year we had 91 enrolments, with children attending a pre entry program in term 4. Our enrolments were capped at 80 for the year. Attendance for term 4 was 65%, due to illness and family/cultural events that had been occurring, and another wave of COVID to hit our town.

Destination schools

Feeder Schools (Site number - Name)	2019	2020	2021	2022
968 - Fisk Street Primary School	14.3%	5.3%	7.7%	17.7%
938 - Hincks Avenue Primary School	42.9%	47.4%	33.3%	47.1%
677 - Nicolson Avenue Primary School	14.3%	21.1%	30.8%	17.7%
9086 - Samaritan College - St Teresa's Cps	0.0%	0.0%	5.1%	5.9%
9087 - Samaritan:Our Lady Help of Christian	0.0%	10.5%	2.6%	5.9%
625 - Whyalla Stuart Primary School R-6	14.3%	5.3%	0.0%	5.9%

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

40 % of surveys returned
Majority of surveys stated that they did not know a lot about the programming for the site
Parents stated that they were unsure how to be more involved at the centre
Majority of parents stated that the site has an excellent learning environment, and that their child has a sense of pride in their learning.
Comments from families:
My children's educators are amazing, I don't know what learning plan my child is on and if they are on track
Due to COVID were not able to enter the preschool
They know my children well and always happy to tell me how the day went

Relevant history screening

All staff including volunteers have had updated Working with Children checks, as required by the Department.

Financial statement

Funding Source	Amount
Grants: State	\$921,815
Grants: Commonwealth	\$0
Parent Contributions	\$2,734
Other	\$2,332

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	Literacy development has grown with improvements in oral language with children, in our 3 year old program. Linking this with music and interoception has supported this outcome.	Children increase in wellbeing with less incidents of emotional dis regulation, evident in incident reports and observation of individual children.
Inclusive Education Support Program	IESP application have been successful and shown growth in student's wellbeing, for individual children supported in our IESP planning tool.	Individual children shown growth in their development, children were more engaged in program with individualized 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.

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	N/A	N/A
Children's Centres for Early Childhood Development and Parenting Grants	N/A	N/A
Briefly describe or list the community programs offered in 2022 which had a focus on: <ul style="list-style-type: none"> • Playgroup • Parent support • Transition to and from preschool • Any new programs or services not previously offered. 	Playgroup based at Davison Street occasional care Centre for Grandparents, and children with additional needs Parent support through Wellbeing /Yarning Group with cultural practices and wellbeing embedded within the program Transition to school support with Aboriginal Community Development Officer based at Hincks Avenue School, and conversation with leaders from school sites to extend children’s transitions to support wellbeing Healing workshop for Aboriginal Families experiencing grief and loss Bush Tucker garden group, that supports wellbeing and connection to country evaluation and extension of program for 2023	

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