



Roxby Downs  
**Children's Centre**  
for Early Childhood  
Development and Parenting

# Roxby Downs Children's Centre

## 2022 annual report to the community

Roxby Downs Children's Centre Number: 6646

Partnership: Far North

Signature

Children's centre director:

Mrs Karmel Finch

Governing council chair:

Mrs Jade Richards

Date of endorsement:

9 December 2022



Government  
of South Australia  
Department for Education

# Context and highlights

Roxby Downs Children's Centre for Early Childhood Development and Parenting is an integrated early childhood service. The Centre facilitates a State funded preschool program, along with a Commonwealth funded Long Day Care (birth to school entry), and an Out of School Hours Care program Monday to Friday, led by quality Early Childhood Educators. The Centre provides a central location for families and the wider community to access Allied Health (Speech Pathologist and Occupational Therapist) and Community Development Coordinator (CDC) that provide high-quality integrated education and care services that meets the needs of, and supports children and families to achieve the best possible learning, health and wellbeing outcomes. In 2022, the CDC facilitated a number of programs for families and community based from our Family Room. These included: sensory sessions, playgroups, and parenting sessions such as 'The first 1000 days' program, and are chosen in direct response to our local AEDC data. It is predicted that several programs will continue in 2023.

Roxby Downs Children's Centre is located approximately 560km North of Adelaide, on the main street adjacent the Roxby Downs Area School and the Roxby Link – a community venue that boasts the town library, a café, and sporting complex. The Centre is part of the Far North Partnership of the Department for Education. We use the national Early Years Learning Framework (EYLF) as the basis for planning, monitoring and reporting on children's learning. Our children's learning program is child oriented and play-based within a high quality learning environment that integrates all aspects of children's learning in a holistic approach.

At Roxby Downs Children's Centre we implement a guardian caregiving model and believe this provides a consistent relationship for children and their families. A nominated 'guardian educator' is responsible for the care and education needs of each child. This process is underpinned by the Circle of Security theory where adults (educators and parents) follow the needs of the child, providing a secure base for them to develop secure relationships, and allowing children to confidently explore the world around them while knowing they have a safe adult who empathises with them and responds to their needs.

Roxby Downs Children's Centre encourages parents to actively participate in the care and education of their children. Our relationships, visiting and transition programs internally at the centre and with Roxby Downs Area School provide ongoing continuity of learning for children into the first years of school. The educators utilise a range of different techniques to document and assess individual children's learning. These forms of assessment include documentation, individual learning plans (One Child One Plans [OCOP]), Statements of Learning (provided at the end of the year) and 3 way teacher/parent/child interviews. Additional influences on curriculum development include learning dispositions which relate to learning behaviours and attitudes that support children in learning new skills. We value characteristics such as persistence, curiosity, resourcefulness and courage which support a child's ability to learn in a life-long manner. Our Centre is underpinned by Reggio Emilia influences where the voice of the child underpins learning programmes, providing a strong sense of belonging, identity & connections. These values and beliefs are also represented in our Centre Philosophy.

For 2023, our kindy staffing profile consists of 1 full-time Director of Education and Care, 2x full-time preschool teachers and the equivalent of 2x full-time EWCs. Our childcare staff profile includes a Director of Child Care, an Assistant Director of Child Care, Team Leaders in each of the rooms (Nursery, Toddlers, Junior Kindy, and OSHC) and a number of Diploma and Cert. III qualified early childhood educators.

Towards the end of 2022, we reviewed the Centre's Philosophy Statement to include the views of families, staff and children through a collaborative process that allowed every stakeholder the opportunity to share what they valued most about Roxby Downs Children's Centre. The result of this collaboration is showcased in the Centre foyer. As a kindy team we also reflected on our strengths for each Quality Area against the examples of the exceeding themes found in the NQF. This evidence was then used to facilitate the development of our 2023 literacy and numeracy goals, challenge of practice, and actions.

# Governing council report

This year the Governing Council & Management Committee have provided support as we welcomed new directors, Karmel & Cherie.

Some highlights for the year:

We saw a lot of staffing changes this year & have provided input working through those challenges. I personally had the chance to sit on the panels on behalf of the GC & MC to assist in hiring our Assistant Director June, Admin Jess & incoming Director Natalie.

We've all worked throughout the year to support the process of sorting the Visas for a large number of the staff. We

gave feedback & assistance making the decision to change the absence policy. More recently we also assisted in starting the process of raising the childcare fees to better reflect costs & align our fees with similar centres.

I believe all of us have had to provide further context & clarification about any changes implemented throughout the year or the issues surrounding the waitlist, when approached by families. I thank you all for this, especially those who had interactions with extremely frustrated families.

Fundraising has been an excellent effort by all. We have successfully raised much needed funds for the centre through Mother's Day gift basket raffles, Cadbury chocolate & lolly boxes, Kindy tea towels, a Thermomix raffle & Trivia Night.

Thank you all for your help & input this year, it is greatly appreciated. Wishing you all a safe & happy Christmas & New Year.

Jade Richards  
Chairperson  
Governing Council/Management Committee

## Preschool quality improvement planning

Goal 1: To improve children's understanding and use of number to quantify

Educators spent considerable time throughout the year developing their professional understanding of Sustained Shared Thinking as a strategy to use with children on a daily basis to explore their wonderings and noticings relating to data and number.

Progress & Highlights:

- Educators understanding around their current practice, what they would like to do more of and how they could implement changes has increased.
- Educators provided feedback that including data-based learning experience (voting, tallying) through a variety of ways is now an embedded practice and felt that it has been a positive experience for children to learn that while voting provides them with a voice in the decision making, there can only be one winner.
- Educators described the many ways in which they have thread the theme of data through their daily practice – they have included it in their floor books for questions and wonderings, used it to support learning around keeping safe and visits from the Police/SES/CFS, and through games and group times
- Educators reported having a talking stick for group times has been a powerful strategy and increased the reciprocal process of sharing children's thinking – including turn taking, sharing, being respectful during discussions
- Using the POP strategy has been beneficial

Goal 2: (Literacy) To strengthen children's knowledge and use of print to make meaning

Educators spent considerable time throughout the year developing their professional understanding of Sustained Shared Thinking as a strategy to use with children on a daily basis to explore their wonderings and noticings relating to strengthening children's knowledge and use of print to make meaning.

Progress & Highlights:

- Staff have been working on developing capacity and understanding around concepts of print to make meaning.
- Staff have had a voice in identifying what in their current practice they would like to improve and how.
- Educators reported having a talking stick for group times has been a powerful strategy and increased the reciprocal process of sharing children's thinking – including turn taking, sharing, being respectful during discussions
- Using the POP strategy has been beneficial

## Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	93	91	80	83
2020	80	85	75	68
2021	63	62	49	49
2022	86	83	59	N/A

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	90.6%	86.1%	87.5%	89.6%
2020 centre	89.0%	84.0%	84.0%	89.7%
2021 centre	88.2%	81.1%	82.8%	77.4%
2022 centre	86.2%	76.1%	75.9%	71.6%
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%	N/A

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

Roxby Downs is an extremely transient town with many families coming and going during the year. We began the year with 87 enrolments and finished the year with 57 children. This is largely attributed to children beginning mid-year school intake at St Barbara's Parish School in Term 3. Our attendances also tend to be lower on a Wednesday as this is the day children who will attend St Barbara's Parish School go to transition.

Attendances are monitored by the preschool director and followed up by teachers via the Department policy.

## Destination schools

Feeder Schools (Site number - Name)	2019	2020	2021	2022
1817 - Roxby Downs Area School	78.9%	88.9%	77.4%	59.3%
8201 - St Barbara's Parish School	19.2%	11.1%	22.6%	40.7%

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

Four out of a possible 57 families answered the Parent Opinion Survey. Being able to analyse data from this small of a sample is difficult.

Overall families felt happy with the decision making of the site, leadership and quality of teaching and learning. However, some parents felt there could have been more communication from teachers about individual learning.

## Relevant history screening

Criminal history screening has been carried out in compliance with the Department for Education Employee History Screening for leaders and managers website. Monitoring of compliance is carried out by the Preschool Director.

## Financial statement

Funding Source	Amount
Grants: State	\$733,003
Grants: Commonwealth	\$0
Parent Contributions	\$37,900
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	Funding was used to allow for Wave 2 (small group) intervention for children requiring speech support and those needing additional opportunities to develop concepts relating to literacy and numeracy outcomes.	Improved literacy and numeracy outcomes for all children.
Inclusive Education Support Program	A total of 9 children were supported through the IESP funding in 2022. These children were referred to Student Support Services for a variety of reasons including speech, social/emotional support and children with additional needs such as ASD.	Educators developed One Child One Plans for children and these individual goals were used to monitor children's progress across the year in conjunction with their individualized programs from specialist support. Children were successfully supported within the learning environment.
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	A number of programs and supports that ceased due to COVID restarted in 2022. These included Occupational Therapy and Speech provided by the Benevolent Society, Community Development Coordinator facilitated programs, Mental Health support.	Increased support opportunities for families and children.
Children's Centres for Early Childhood Development and Parenting Grants	Support for allied health within the centre and management of family support programs within the centre, including operating crèche for parenting programs.	Increased opportunities for families and young children to be engaged with the centre and engage with support.
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>	Our Community Development Coordinator facilitated a number of parent/community programs, including: <ul style="list-style-type: none"> <li>• Sensory sessions</li> <li>• Connections in Culture playgroup</li> <li>• Young Mum's group</li> <li>• First 1000 Days program</li> </ul> Our transition to preschool program was reviewed to focus on a longer, more intentional program that started in Term 3 and supported children to develop meaningful relationships with 2023 educators so both children and families feel at ease on their first day of kindy. In conjunction with the Roxby Downs Community Hub, Woolworths and our Centre, we have set up a Food Diversion project that supports families in need to access food from the Center.	

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