



# Cleve District Children's Centre 2019 annual report to the community



Government  
of South Australia  
Department for Education

Cleve District Children's Centre number: 6664

Partnership: Central Eyre 1

Name of preschool director:

Missy Hartwig

Name of preschool management committee chair:

Josie Hannan

Date of endorsement:

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## Context and highlights

Cleve District Children's Centre belonging to the Central Eyre 1 Partnership, includes Preschool, Rural Care, After School Care program and playgroup, which serve the Cleve township and outlying rural areas of Eastern Eyre Peninsula. 2019 enrolments stand as 28 preschool children and 40 families accessing the Rural Care program.

The Rural Care service is a two worker model, operating for 5 days a week, 49 weeks of the year. We have successfully run After School Care 2 days a week which entitles a third worker.

The site is currently staffed by a Director (0.9), teacher (0.6) and ECW (0.6) for the Preschool; and Rural Care is staffed by one permanent ECW 2 / Three contract ECW 2's. The After school program is staffed by two ECW 2's who also currently work in the Rural Care program.

The highlights for 2019:

\* A focus for 2019 was to increase children's vocabulary and comprehension. Strive for five was a focus for all staff to ensure they achieve on a daily basis having meaningful conversations with children. This also guaranteed staff had a close bond with the children attending CDCC.

\* We worked collaboratively with the 6/7 teachers to introduce a 'buddy' system for the children. We went to the school and the 6/7 provided activities for the preschool children. The following term the 6/7 children came over to the preschool and shared books that they had made, asking questions and really involving and getting the preschool children to do the thinking. This continued throughout the year each term.

\* We continued with 'Bush Kindy' every third week. The children appeared to really enjoy the experience of visiting the Cleve Weir and able to explore and investigate a local tourist attraction.

Resources and facilities:

\*Staff attended Karyn Carson Oral Language training

\*Director attended Simon Breakspear trainings

\*Preschool staff attended a Stem training - building powerful and playful stem learners in the early years.

\*Preschool staff attended a Lisa Jane O'Connor numeracy training

\*Sally ran a PLC at CDCC for staff and Primary staff from Cleve Area School.

Environment Scale:

Parent and community involvement

Parent learning conversations were offered to Preschool parents at the end of term 1 and the middle of Term 4. This was a very positive outcome for the children enabling staff and parents to work together to develop goals for each individual child.

## Report from the preschool management committee

What a fabulous year the Cleve District Children Centre had in 2019. Missy, Michelle and Tyler did a wonderful job supporting the Kindy Children throughout the year. Their knowledge, patience and understanding of each child's needs and personality was always taken into consideration and ensured each child grew and developed throughout the year.

The Kindy children were always out and about learning new things in different environments, Bush kindy on the weeks they had a 3 day kindy week, visits to the elderly at the Pioneer Hall, Christmas concerts, library visits, Eat a Rainbow program, a visit from the CFS truck, many walks down the street and much much more.

As in previous years, an extensive transition program to school was put in place for the Kindy children which enabled them to feel confident and ready to move onto the next chapter of their education.

Rural Care continued to be at maximum capacity most days. After School Care was also at capacity each Tuesday and Thursday. Parents of After School Care children were asked if they would like an additional day offered and at time of writing this report it was still undecided if it occur or not.

Playgroup continued to be well supported each Friday morning and the change in staff overseeing the program offered fresh ideas and activities.

The communication, once again was outstanding from Missy and the Team and all families were kept well informed about their children whilst at the centre. Learning discussions were held in Terms 1 and 4 and majority of parents took advantage of this great opportunity to discuss their child's learning.

We wish to thank them all very much for their efforts in 2019, our children are very lucky to have such caring and compassionate role models to lead them in their early years of learning.

## Quality improvement planning

Quality Area 1: 1.3.2— Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation. All staff ensured they completed daily reflections both in Preschool and Rural Care. We received a good percentage of surveys back from parents around their child's interest and were sure to re-visit them regularly. We document and reflect daily as a team. We attended several trainings throughout the year as a team, Anne Bayetto, Simon Breakspear and we attending a STEM training.

Quality Area 5: 5.1.1— Positive educator to child interactions. Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included. All staff ensured to put in place our goal to 'Strive for Five' each day, for as many children as we could. Ensuring we have meaningful conversations and actually listening to the child.

Quality Area 7: 7.1.3— Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service. Staff go through the induction process at the beginning of the year to ensure that all roles are made clear to everyone. During PDP's with staff their roles are discussed to ensure there is a clear understanding of responsibilities.

## Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2016	26	25	26	26
2017	30	31	31	31
2018	23	23	22	21
2019	28	28	28	

NOTE: The data is based on person counts in the two week reference period each term. Excludes pre-entry.  
Source: Preschool data collection, Data Reporting and Analytics directorate.

## Enrolment comment

Enrolments for 2019 were 28. A child did leave the district throughout term 4 which took our enrolments to 27.

## Attendance

Year	Term 1	Term 2	Term 3	Term 4
2016 centre	96.9%	93.6%	88.4%	95.2%
2017 centre	90.9%	95.5%	85.8%	94.8%
2018 centre	82.6%	76.5%	93.6%	93.3%
2019 centre	95.7%	95.7%	88.6%	
2016 state	91.1%	89.0%	87.2%	87.5%
2017 state	90.5%	88.2%	85.9%	87.2%
2018 state	90.7%	88.3%	87.0%	87.2%
2019 state	90.3%	87.4%	85.8%	

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.

## Attendance comment

Our attendance rate is higher than the State attendance rate throughout the whole year. Our attendance rate does drop in term three due to illnesses or families tend to holiday then but always notify the centre.

## Destination schools

Feeder Schools (Site number - Name)	2016	2017	2018	2019
753 - Cleve Area School	100.0%	96.0%	100.0%	92.0%
361 - Port Neill Primary School	0.0%	3.0%	0.0%	8.0%

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.

Source: Data Source: Site Performance Reporting System (SPER), Term 3 2019 collection.

## Destination schools comment

There was initially three children enrolled to attend Port Neill school after completing Preschool at Cleve District children's Centre but one family decided early in 2020 to enrol their child at Cleve Area School. So there was 25 children who enrolled at Cleve School and 2 at Port Neill School.

## Client opinion summary

We use the DECD Parent Opinion Survey provided by DECD. It gives us valuable feedback to plan for next year. Of the surveys sent out we had a 95% return. Throughout the survey, we had a lot of strongly agree or agree a very low percent of neutral across the 4 areas of: Quality of Teaching and Learning; Support of Learning; Relationships and Communication; and Leadership and Decision Making. That is extremely pleasing as we have had a strong focus on developing areas reviewed from the previous years survey. Comments were very positive - "The quality has been great. My child has been coming home and showing me many things I didn't even know she could do. It is great to walk in and see different areas of learning around the different stations. So impressed with the teachers and the learning environment. There is always something exciting happening at kindy and lots of learning occurring through multiple play / instructional activities. Great communication at the end of each day. There is always a variety of programs and learning experiences on offer - using the glue gun/threading beads/bush kindy/recipes/theme work/ painting. The support at the preschool has been fantastic. The communication for the preschool is exceptional. Always a friendly place to go. Always feel welcome to stay and see some learning activities at it's best. Very well organised. My child is so happy and we are consistently blown away with the opportunities/experience offered at the centre. They are willing to go above and beyond to help the children integrate and feel safe and comfortable. The teachers are very supportive of individual children and always seem to be adapting to improve achievement. Great leadership; Missy is kind and considerate. As a team we were extremely happy with all the feedback we received and will endeavour to strive for the same positive comments in 2020.

## Relevant history screening

All current staff at Cleve District Children's Centre have relevant history screening.

## Financial statement

	Funding Source	Amount
1.	Grants: State	\$530,933.18
2.	Grants: Commonwealth	
3.	Parent Contributions	\$8,260.00
4.	Other	

## 2019 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2019 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	Preschool staff attended PLC's with several partnerships throughout the year. We had a strong focus on extending children's Vocabulary and having meaningful conversations with children.	Increase children's vocabulary
Improved ECD and parenting outcomes (children's centres only)		
Improved outcomes for children with disabilities		
Improved outcomes for non-English speaking children who received bilingual support		

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