



# Cleve District Children's Centre

## 2022 annual report to the community

Cleve District Children's Centre Number: 6664

Partnership: Central Eyre 1

Signature

Preschool director:

Mrs Missy Hartwig

Governing council chair:

Lisa Herbert

Date of endorsement:

17 March 2023



Government  
of South Australia

Department for Education

## Context and highlights

Cleve District Children's Centre belongs to the Port Lincoln Portfolio, Central Eyre 1 Partnership. In 2022 it included Preschool, Rural Care and After School Care program, which serve the Cleve Township and outlying rural areas of Eastern Eyre Peninsula. 2022 enrolments started at 21 preschool children and in term 3 increased to 22 preschool children. At the end of the year there was 46 families accessing the Rural Care and After School Care program. The Rural Care service started as three worker model two days a week and two worker model three days a week with after school care three days a week. With high demand for care during the day for younger children we decided to apply for three worker model 3 days a week and was successful. Rural Care was then run as three worker model three days and two worker model 2 days a week, operating for 5 days a week, 50 weeks of the year. We successfully run After School Care 2 days a week which entitles a third worker from 3pm until 6pm Tuesday and Thursday.

The site is currently staffed by a Director (1.0), teacher (0.6) for the preschool; and Rural Care is staffed by one permanent ECW 2, six ECW 2 and three ECW 1. The After School Care program is staffed by two ECW 2 who also currently work in the Rural Care program.

We were pleased to start 2022 with new flooring which gave the centre a nice fresh look ready for a positive year ahead.

The highlights and goals for 2022:

Our goal for 2022 for both Preschool and Rural Care was to improve children's understanding of number sense to quantify, in particular, recognise and use number in play, Subitise small collections, use number to describe and compare and recognise numeral. Our challenge of practise was if we intentionally plan and provide scaffolded number learning experiences then children's use of number to quantify will improve.

We continued to successfully implement strive for seven to as many children as possible in both Preschool and Rural Care each day. All staff having conversations with children throughout the day having the conversation go back and forth several times. This continued to build children's confidence to then have conversations with each other and hold a reciprocal conversation together.

There was exceptional growth in our PASM results with every child successfully being able to segment syllables in words and match rhyme. Almost every child was able to produce rhyme and majority could identify first sounds (Both areas are expected at the end of reception).

We were fortunate enough to venture out to Bush Kindy in 2022 a couple times during term 3 and 4. During our time out there the children appeared to thoroughly enjoy themselves. We did some bush walks with lots of conversations during the time, explored in the trees and made cubbies and the most favourite thing cooked marshmallows on the fire.

2022 was a great year and we are looking forward to 2023 being the same.

## Governing council report

2022 was another wonderful and busy year within the Cleve District Children's Centre (CDCC).

Missy, once again has done an excellent job as Director of the Centre. She is very committed to ensuring the Centre runs well. Missy brings so much energy, positivity and ideas to the Centre. Her caring and encouraging nature is evident when I see her interaction with the children. Missy is very approachable and open to feedback. Missy has again been supported by Michelle Kloeden as teacher, who is a wonderful educator and role model in the Centre, and all of the amazing Rural Care and After School Care staff. There has been many new faces amongst the staff in 2022 and the sad Farwell of Lisa Gerloff after her 22 years of service to the children of the CDCC.

The Staff work as a cohesive team and there is always so much effort put in to creating wonderful play spaces and learning opportunities in a safe and nurturing environment - well-done and thankyou Missy and team.

We as a committee have played our role through helping with decision making and granting approvals. The start of 2022 saw the installation of new flooring, which gave the Centre a fresh new look to link in with the new painting that was completed in 2021. The upgrade to the outdoor area was completed in 2022 which the children of 2022 were fortunate to make use of these improvements. The Governing Council were involved in the financial budget, feedback on the PQIP and approving Centre closure days etc.

Thanks to all of you who have been on Governing Council in 2022. We've had great attendance at meetings, helped with the approval of decisions and had a few laughs and discussions of 'WOW moments' along the way.

# Preschool quality improvement planning

Our goal for 2022 was to improve children's understanding of number sense to quantify. Our Challenge of practice was if we intentionally plan and provide scaffolded number learning experiences then children's use of number to quantify will improve. Our success criteria that we were hoping to see was that children will recognise and use number in play, Subitise small collections, use number to describe and compare and recognise numerals. There was significant growth in children being able to subitise for example they could look at a group of children and know that there was three boys wearing a red shirt and two wearing a blue shirt. We observed them in play using this language quite often. We heard children using number in play throughout the day and counting objects in their play. All of the children participated in group activities focused around number and the growth in the children was fantastic.

Staff documented through weekly reflection, individual children's growth, photos, videoing, program book and Learning stories. Staff would plan and program all together to ensure that we were focusing on the same goals for all of the children.

## Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	28	28	28	28
2020	23	N/A	26	26
2021	22	23	23	24
2022	21	21	22	22

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	95.7%	95.7%	88.6%	91.4%
2020 centre	88.7%		89.5%	95.2%
2021 centre	93.4%	90.1%	94.8%	91.3%
2022 centre	92.3%	85.7%	75.5%	92%
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

Our attendance rate is always high. Children are only absent if they are unwell or have gone on a holiday. Families are really good at communicating when and why their child is away.

## Destination schools

Feeder Schools (Site number - Name)

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

Breakdown of destination of schools

Port Neill School - 1

Port Lincoln Primary School - 1

Cleve Area School - 20

## Family opinion survey summary

We use the DECD Parent Opinion Survey provided by DECD. It gives us valuable feedback to plan for next year. Of the survey sent out we received 15 out of 22 surveys back. Throughout the survey we received comments like this: There is always a sense of inclusiveness about the Centre which we love. The environment there is so wonderful for the kids to learn in and we always love seeing all of the different activities they get up to during the week!

The focus on Numeracy for 2022 has been excellent. It has transferred to home with lots of number activities and conversation from my pre-schooler

My son is so happy to go to kindy which is a big reflection on the amazing workers/ teachers cleve kindy has, very thankful for all their hard work

I cannot fault Cleve Kindergarten & the Staff. My child is always happy to attend & enjoys all aspects of Kindy.

All excellent, appreciate a lot\_x000D\_

Thank you

A little bit more communication would be good

## Relevant history screening

All Staff and volunteers have a Working with Children Check. I have a hard copy spreadsheet with timelines for everyone and a record in my file.

## Financial statement

Funding Source	Amount
Grants: State	\$595,824
Grants: Commonwealth	\$0
Parent Contributions	\$5,880
Other	\$1,986

## 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	The Centre purchased resources that all children could use to help develop their skills in numeracy. These resources were used daily to play educational games to increase their knowledge of areas in the success criteria.	By the end of 2022 all the children had developed the understanding of number sense to quantify.
Inclusive Education Support Program	We use funding to create resources for education to be inclusive of different cultures in our community.	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.