



# Clare Valley Children's Centre

## 2022 annual report to the community

Clare Valley Children's Centre Number: 6665

Partnership: Mid North Clare

Signature

Children's centre director: Mrs Jane Leslie

Governing council chair: Sarah Welke

Date of endorsement: 24 February 2023



Government  
of South Australia  
Department for Education

# Context and highlights

Clare Valley Children's Centre is a 104 place integrated community based long day care and DfE preschool, servicing Clare and surrounding areas. In 2022, our preschool was staffed to an enrolment cap of 77, with additional staff in term 4 when our numbers increased slightly. Our childcare rooms remained at capacity throughout the year, with an extensive waiting list. CVCC continued to provide services such as Toy Library, Community Development Coordinator (CDC), Family Practitioner (FP) for the first part of 2022 (position currently vacant), Playgroup, Foodbank and other food services and parenting programs. Learning Together ceased temporarily during 2022 due to a change in the program delivery.

Throughout 2022, CVCC continued to work towards the 10 year strategic plan with a commitment to high quality care and education, being an employer of choice, working towards our site redevelopment and supporting the local community. Illness (including COVID) and the current issues surrounding staff shortages presented many challenges for CVCC during 2022. As in the previous few years, these challenges demonstrated the creativity, resourcefulness and flexibility of our team and their commitment to ensuring children and families are at the centre of all we do.

Highlights for 2022 included:

- Showcasing our work towards our Reconciliation Action Plan (RAP), Educators and children put together a whole site shared artwork, inspired by Aboriginal artist, Betty Muffler. Inspiration from Betty, teamed with the weaving in of CVCC's core values led to the creation of this incredible display. As part of our RAP, we are using the Art Gallery of South Australia's resources to respectfully and authentically explore and learn about different Aboriginal artists across South Australia. During the year, we continued to build a collaborative relationship with the local Ngadjuri people. Ngadjuri Elder, Quentin Agius and his grandchildren came to CVCC for Reconciliation Week to perform a Welcome to Country and dreamtime dance performance.
- Hosting four University of SA Occupational Therapy students, completing their community placement. The first group focused on the potential of a Women's Shed in the Clare Valley, and the second group supported the implementation of a Community Connect group, creating an opportunity for people with disability to come together. Hosting these students supports new and ongoing relationships with local community organisations, whilst also creating ongoing programs to support people in our local community.
- Having the opportunity to work together with peak early childhood body, Early Childhood Australia to deliver high quality professional development to our team and local early childhood educators, called 'Ethics in Action'. We also offered the educator version of 'My Child & Me' at our staff meetings to support a consistent approach and messaging when working with children and their families in our local community.
- Being involved in many local community events such as the Clare Christmas Pageant and the Clare Show, along with hosting events for our families including celebrations for Families Week, our end of year concert and preschool celebrations.
- Continuing to offer playgroup off site through COVID and site capacity issues.
- Maintenance upgrades, such as the redevelopment of our slide area in the preschool outdoor environment. As a Management Committee, we also developed a plan of maintenance projects that need to be completed during 2023.
- Our partnership with Statewide Group Training SA to offer Certificate III and Diploma in early childhood education and care traineeships, responding to ongoing staff shortages. A special mention goes to our experienced educators, as they mentor and support our trainees through their studies and practical experience.

# Governing council report

We love the community that Clare Valley Children's Centre promotes. Starting with the fantastic level of care provided to all of our children. But also for being a base for the community and supporting families, through other activities and partnerships like Playgroup, Food bank, bikes and brekkie etc.

This year the biggest challenge that we as a Centre have faced has been staffing. Nation wide staff shortages have meant that we have had a number of long standing vacancies within the Centre. Team members have been backfilling those vacancies as well as completing their own jobs. The pool of relief staff have also stepped up to the challenge. Even with everyone working harder, covering more shifts, last minute call ins to work, this hasn't impacted the quality of care provided to the children, which is testament to the quality and professionalism of the staff we have working at the centre.

A key focus that the team have implemented this year has been around pedagogical documentation of the children's learning. This has been embraced by the staff and the quality of the work completed is fantastic. We have also seen the roll out of the OWNA app, I have loved seeing the photos and learning journeys shared through this media.

Thanks to the management committee contributions. This will be the last year for some members as their kids graduate Kindy and move on to their next adventure. So if any parents here are interested in joining next year please come and talk to me, Jane or any other committee members about it.

On behalf of the management committee thank you to all of the staff and the centre community for your contributions this year!

Sarah Welke: 2022 CVCC Management Committee Chairperson.

# Preschool quality improvement planning

CVCC's Quality Improvement Plan (QIP) has had a communication focus over the past 2 years and is informed by the current AEDC data. Children's vulnerability in our area has increased dramatically in communication and in all areas over the past 5 years. Our observations of children's communication abilities have matched with the AEDC data, hence our focus on supporting children's communication. Furthermore, as we are fortunate in having an integrated service offering long day care and preschool, we are able to build strong relationships with children and their families over a long period of time, which enables educators to be proactive about the strategies we implement.

Our 2022 QIP goal: Children will develop their capacity to express their learning

Challenge of Practice: If educators use the 6 strategies (scaffolding, intentional teaching of vocabulary, wonder and think aloud, modelling and expansion) to support children's oral language development, their capacity to express their learning will increase.

In term 1, 2022, Special Educator, Melissa Jones, DfE Speech Pathologist Karyn Wiseman, and DfE Early Childhood Leader, Petrea Smith began our QIP journey by observing children and educators to gain an understanding of what children know, can do and understand in relation to our QIP goal, and how educators were using the oral language strategies to support children's oral language development. The analysis of this data enabled us to narrow our focus to supporting educators to use the strategy 'wonder and think aloud'. Strategies such as visual reminders were set up in all rooms to ensure educators were prompted to use the 'wonder and think aloud' strategy in their everyday conversations with children.

An important aspect of our work this year was to set up effective processes to ensure we were continually working towards our QIP goal and providing evidence of progress. This led to the following changes:

- Each Team Leader will select two children from their room and bring their pedagogical documentation to the leadership meeting to analyse collaboratively as a leadership team, using our QIP goal as the lens. The analysis would provide evidence as to our progress and inform our path forward for continual progress.

The pedagogical documentation from each child provided rich, detailed information to inform our QIP progress. The evidence collected showed the learning progress children had made, as well as an increase in educator pedagogy and practice. It was evident over the course of the year that children had developed their capacity to express their learning. This evidence included:

- Children being involved in sustained, shared conversations with educators and their peers.
- Children wondering and thinking aloud with educators and their peers
- Educators using the wonder and think aloud strategies, as well as the other 5 oral language strategies to support children's oral language development.
- Educators singing, reading and scaffolding children's thoughts, ideas and wonderings
- Children sharing delight and enthusiasm for their learning
- Showing progress of children's oral language growth over the course of the year.

In 2023, we will continue our communication focus by supporting children's communication with non-verbal cues such as key word signing and visuals.

## Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	59	59	62	61
2020	71	70	69	70
2021	62	61	62	62
2022	72	75	73	78

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	93.1%	88.3%	87.5%	90.7%
2020 centre	89.8%	87.4%	86.2%	85.5%
2021 centre	90.5%	94.4%	90.9%	91.5%
2022 centre	90.7%	84.5%	89.3%	88%
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 at preschool for 2022 was again impacted by illness (including COVID), however despite this, our attendance rate remained similar to previous years. Regular check in's and building strong relationships with children and their families has supported the reduction of barriers for children's attendance. Transport in the local township has remained one of the most challenging barriers for children's attendance. However, families who live 5km from Clare have the option of using the bus, which certainly supports our attendance rates.

## 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

In 2022, transition was supported to 5 different school's including Clare Primary School, St Joseph's School, Clare, Blyth Primary School, Watervale Primary School and Horizon Christian School, Clare. Clare Primary and St Joseph's School were our two biggest feeder schools in 2022. Transition to school is supported in many ways including a social story available for children to read at preschool, a questionnaire about how children and their families feel about beginning school, meetings with the school's JP staff team to share information about each child and individual learning and transition plans where applicable.

## Family opinion survey summary

In 2022, we had 60 responses (out of approximately 150 families) to our family survey. As we are an integrated site with long day care and preschool, at CVCC we create our own survey rather than using the Department for Education survey, to ensure we're capturing feedback from all families.

We had some really positive results, as well as some areas of improvement. Communication with families is an area of to strengthen and will be a focus throughout 2023. There are many areas of our work at CVCC we can be proud of, especially in an unprecedented year where we navigated many challenging times. Overall:

- 95% of respondents strongly agreed or agreed that the CVCC staff team are enthusiastic and create warm, nurturing relationships with children
- 95% of respondents strongly agreed or agreed that their child receives high quality learning and care, and are satisfied with the programs offered
- 95% of respondents strongly agreed or agreed that they have confidence in the way CVCC is managed.
- 96.5% of respondents strongly agreed or agreed that overall, they have had a positive experience at CVCC.

## Relevant history screening

All staff, contractors and volunteers employed at CVCC have current DHS Working with Children Checks, further to this, Educators and our Management Committee members undertake RRHAN-EC training, as per the Screening and Suitability Child Safety Policy.

## Financial statement

Funding Source	Amount
Grants: State	\$708,133
Grants: Commonwealth	\$0
Parent Contributions	\$40,233
Other	\$6,889

## 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	As our QIP goal centered around children communicating their learning. Educators undertook professional development and critical reflection to ensure we were supporting children's literacy and numeracy development, through the lens of our QIP goal.	Supporting children's oral language has had a positive impact across literacy and numeracy, as children increased their capacity to express their learning.
Inclusive Education Support Program	Our IESP funding has supported children at our site with complex functional needs. This has included transition to school, speech and language programs, social, emotional and wellbeing challenges, as well as the functional needs for individual children. In term 4, CVCC underwent a grant review and were successful in gaining additional funding.	Children's individual learning plans were supported in a holistic and targeted way, with the support of the SSS team. Our transition process, especially with our main DfE feeder school was strengthened, as we were able to personalise and share information about individual children.
Improved outcomes for non-English speaking children who received bilingual support	NA	NA

\* 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	Various parenting programs and events were offered during 2022, including My Child & Me, Cyber Safety & Families Week celebrations. Foodbank was a regular, fortnightly service at CVCC offering low cost groceries to families in need. Food hampers were regularly delivered to families in need within our community. Active travel to school was co-organised with Lions and local schools. Playgroup was regularly held throughout the year. 4 OT students were supported at CVCC as they undertook projects around the creation of a Women's Shed and connecting people with disabilities in the local community.	Improved wellbeing outcomes for children and families in our community.
Children's Centres for Early Childhood Development and Parenting Grants	Funding received 3 years ago was finally able to be spent, and came to fruition. The delay has been due to COVID. Together with Clare Primary, we hosted Dr Justin Coulson to Clare. He presented a parenting information session on anxiety in children. This was the first of hopefully many 'parenting in pubs' sessions we hope to hold in the future, in conjunction with Clare Primary.	Researched, balanced parenting advice for all families in our local community.
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>	Playgroup Parenting support from Transition to school Parent workshops	

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