



Streaky Bay Children's Centre

2022 annual report to the community

Streaky Bay Children's Centre Number: 6668

Partnership: Far West

Signature

Preschool director:

Mrs Wendy Carcuro

Governing council chair:

Kayla Window

Date of endorsement:

8 February 2023



Government
of South Australia
Department for Education

Context and highlights

The Streaky Bay Children's Centre is a part time standalone centre. Streaky Bay is a small rural community with a population of 2241 in the DC and 1625 in the township (2021 Aust Bureau of Statistics). It is the service centre for farms, the fishing industry and small communities located nearby. Families who access the centre are chiefly Caucasian (89%), Aboriginal children and children from non-English speaking backgrounds represent 11% of enrolments. Up to 20% of children are living in rural or outlying communities and 1 child travels to the centre by school bus. Sixty nine percent of the children live in homes where both parents are in full time or part time employment, 19% live in single income homes, while 12% have single parents. Australian Early Developmental Census data for 2021 within the region, shows an increase in vulnerability in all developmental areas in comparison with the 2018 data.

- The Streaky Bay Children's Centre is the only preschool in the community. It provides a preschool program, occasional care and a community playgroup. Support services are provided for children with special rights. The centre is located within the old Streaky Bay Area School building, which has been extended on and refurbished several times, to provide the facilities for the services we provide. Our centre has the capacity to cater for 41 children at any one time.
- There are 5 staff members, all with early childhood qualifications. Most have worked at the centre for an extensive period. Due to the part time nature of the service all staff work on a part time basis. We have a highly committed and experienced staff team whose strengths are displayed continuously in their everyday practice of care, education, empathy and respect of children.
- Streaky Bay Children's Centre is ranked as a Category 2 Centre, (noting that all public government preschools are assigned a ranking of 1 to 3 based on the socio demographic profile of the community). Children have access to 15 hours per week provided over 2 full days and one-half day each week. In 2022 we offered up to 484 places per term for children in occasional care and we had very high occasional care enrolments ranging from 54 to 59 children enrolled each term, with 36% of children receiving a concessional fee and 18.7% for the sibling discount. Highlights for 2022 have included our resilience and ingenuity in continuing to provide quality early childhood programs for our community whilst facing the ongoing challenges due to COVID19. An increase in children using mark making for a purpose and in play with a high percentage of children using representation print by the end of the year. An increase in children's use of oral language to describe their mark making thinking and ideas. Children would communicate describing what they were drawing/writing with increased vocabulary, sentence length and structure. Two parent information sessions with occupational therapists from Adelaide and Ceduna to share information on self regulation and building children's social and emotional skills. The day session proved the most popular with a free creche provided. Final plans completed for our major outdoor nature play redevelopment project. Quotes are now being received in order to commence in 2023. We were successful in receiving 2 community grants to support this, one from the Streaky Bay Hotel and one from the Streaky Bay and Districts Council. The approval to have the majority of the fencing replaced in 2023 to be paid by the Department for Education. Multiple excursions within the community and parent attended events despite COVID restrictions including book week, tree planting, 3 beach excursions, visits to the museum and skate park, end of celebration at Doctors Beach for all families. We have a very strong and supportive governing council who, in consultation with the parent community, make decisions to ensure the continued provision and improvement of early childhood services

Governing council report

It was a pleasure to be back on governing council in 2022. the committee had a successful year with many achievements

We Settled on the final plans for the major front yard nature play development, and have approval for the replacement of majority of kindy fence all to commence in 2023.

We were successful in 2 local grants for the yard development & 2 parent sessions offered on self regulation which were well attended.

After a challenging couple of years a Major highlight was later in 2022 when COVID restrictions were lifted, this meant families were able to come into the centre again and enjoy those precious moments seeing their children flourish in the kindy environment.

Playgroup was also reinstated and very well attended.

The children participated in many excursions and events such as tree planting, clean up Australia, skate park, Sheoak beach and book week. We started a second hand option for kindy T-shirt's.

This year we raised \$4200 from various raffles and fundraising events, The children held their own art exhibition at the local bakery and from this we approved new resources such as tool Lego, instruments, new tables.

I'd like to thank governing council members and especially the staff at the streaky bay children's centre for their dedication to providing a safe and welcoming and learning space for our children.

Preschool quality improvement planning

The Preschool Quality Improvement Plan in 2022 targeted a literacy improvement goal to extend children's use of mark making to represent their thinking and ideas. Indicators if we achieved this goal would be children 1. Developing their fine and gross motor skills.2. Using expressive language to describe their mark making.3. Making connections between letter name knowledge, speech and print and 4. Using mark making in their play. Educators ensured that mark making opportunities were provided in all areas within the centre both inside and out intentionally planning and providing multiple opportunities for children to communicate through mark making strengthening their ability to represent their thinking and ideas.

Intentional teaching goals were planned for, described, enacted and reflected upon to improve how educators embedded practices. Successful strategies that were implemented included modelling writing, providing fine motor and gross motor experiences to build hand and core body strength, ensuring high quality interactions with children to extend their conversations, open ended questions to encourage children to describe their mark making, incorporating numeracy in mark making and using mark making for a purpose such as recording, retelling, describing and informing. Regular data was collected to inform us of what children know, can do and understand. The improvement focus was supported by Professional development with curriculum support worker Briony Brooks who provided ongoing support to our team on the Planning cycle of observing, collecting data, analysing and then planning next steps. Briony provided professional learning opportunities through teams meetings and site visits. Regularly engaging with families about their child's learning through surveys, phone calls, interviews, learning folders, photos, work samples, sharing the program, see saw and most importantly conversations, with families contributing thoughts and ideas about their child right from when they first enrol helps us to plan for each child individually. We saw enormous growth for all children in their mark making, with children using mark making to convey meaning either through drawing, letter like formations, strings of letters and many towards conventional print. Children were increasingly using mark making in their play and in everyday routines as well as connecting drawing, writing and conversation as a means of communication.

Goal 2 in our PQIP was to improve access and participation for all children by building responsive programs and relationships with external agencies. Staff attended professional learning with Occupational therapist Amanda Carter on self regulation programs as a foundation to all other learning and life skills development. Strategies were implemented including supporting children to name their emotions and how to regulate their bodies responses when in different zones of arousal. We engaged Amanda to provide a parent information evening to share learnings with families. We also engaged an occupational therapist Alysha Parsons from Ceduna using the Parent Initiatives in Education (PIE) grant to run a highly successful parent training day 'supporting emotional regulation" with 16 parents attending and 15 children attending the free creche.

Next steps: in 2023 we wish to strengthen our cycle of planning processes and will engage regularly with Briony Brooks to support us with this using Talk Play Read document as a resource. Our literacy goal will continue to be Mark making as a strategy for children to communicate their thinking and ideas. We will continue our work with Amanda Carter adopting the program the Zones of Regulation to support children in identifying their emotions and how to move into different zones

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	17	19	16	16
2020	19	N/A	20	20
2021	15	15	16	16
2022	13	14	16	16

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	88.2%	90.5%	93.7%	95.5%
2020 centre	96.1%		73.5%	85.1%
2021 centre	89.9%	94.8%	87.4%	86.5%
2022 centre	86.9%	70.9%	61.1%	90%
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

In a small rural community such as Streaky Bay enrolments are directly related to birth rates in any one year as well as families entering and exiting the community. In 2022 we began the year with very low enrolments (13) with 16 enrolments for the last 2 terms, the same number as 2021. In 2023 we will see a significant increase in enrolments with 22 eligible enrolments for the beginning of the year and expected 10 eligible enrolments for the mid year intake, a state government initiative for children who turn 4 years of age before October 31st. We will also have an increase in Aboriginal 3 year old enrolments with 4 Aboriginal children enrolled in 2023, compared to 2 enrolments in 2022. With small enrolment numbers, absences can have a greater impact on attendance percentages. Attendances for the first time were significantly impacted upon with COVID-19 with families remaining home if they had COVID-19 or were close contacts. Children were strongly encouraged to stay home if at all unwell, and families began to travel once again as travel restrictions were lifted. Our attendance was higher than state attendance in term 1 and 4 but was very low in terms 2 and 3.

Destination schools

Feeder Schools (Site number - Name)	2019	2020	2021	2022
745 - Streaky Bay Area School	100.0%	100.0%	100.0%	100.0%

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.

Data Source: Site Performance Reporting System (SPER), Term 3 2022 collection.

Destination schools comment

100% of children enrolled in 2022 indicated that Streaky Bay Area School was the school their child would attend. This year once again we were impacted by COVID-19 with fewer shared site visits throughout the year due to excursion restrictions. We provided clear information to families both from the school and the preschool about orientation visits as a result of a shared transition procedure to support a seamless transition to school. Our statements of learning are always as well as other written and verbal communication is a source of information about the child as a learner with strengths and capabilities. In 2023 we plan to continue to build closer connections between the two sites with shared understandings of teaching practices and the curriculum.

Family opinion survey summary

In term 3 we invited families to participate in the Annual Parent Opinion survey of our site for preschool families, organised by the Department for Education with 50% of parents returning their surveys. We organised our own survey for occasional care families with 14 returned. Collecting information from parents is an important part of improving our practice and understand our effectiveness. As a result of parent surveys about transition into occasional care we have developed a social story book for families to share with their children to support their familiarity with educators, the environment and routines as they begin occasional care.

The results from the preschool survey indicated very high satisfaction in all 4 areas, quality teaching & learning, support of learning, relationships & communication and leadership & decision making. Analysis of the data indicated that areas of improvement would be in seeking parents opinions about education programs and being encouraged to involved in the centre. This is an area that we constantly focus on and seek feedback to ensure our families feel welcome and involved.

Parent comments were very positive about the centre

"The strong relationships between children and teachers is one of the best aspects of the centre" " I have noticed the high level quality of the teachers, they both really care about the kids. My child is very comfortable and feels loved and valued with them". " All of my children have absolutely thrived under the watchful eye, thorough programming and keen eyes of all the educators. They have felt safe to try and are willing to attend. All of my kids had very different learning styles and my daughter who currently attends has had her eagerness to play with print supported and encouraged by all educators. Thanks to them all". " I am also a member of governing council which help[s] with all of the above questions. communication is exceptional at this centre and I would also encourage all parents to have a go at being on GC during the time their children are using the centre". "I'm beyond thrilled with the SBCC and how they have helped my child develop in all areas including social ,emotional and developmental. Very lucky to have Wendy and Kate".

Occasional care Parent comments included " you all do a fabulous job. Thankyou for your patience and kindness in helping raise our children". " A great opportunity for my girl to have interaction with other kids and adults who provide amazing opportunities for her to learn plus a good transition to kindy and a break for mum"." thankyou for all the work you all do in creating a warm safe and welcoming environment for our children".

Relevant history screening

All staff have Relevant History Screening working with children checks which are kept on file and in a database: Documentation includes, Teacher Registration certificates, Department for Education Authority to teach letters and Employable Ancillary Register Authority to work letters. Maintenance contractors employed by VENTIA have working with children checks as well as cleaners and ground persons. Work experience, Tafe and university Students and volunteers also have WWCC.

All staff have up to date RRHHAN-EC Responding to abuse and neglect training which is kept on file and in a database. Tafe and university student and volunteers also have RRHHAN-EC training. On line RRHAN training was provided for Governing council members to complete.

Financial statement

Funding Source	Amount
Grants: State	\$306,567
Grants: Commonwealth	\$0
Parent Contributions	\$4,172
Other	\$7,879

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 provide professional learning for educators to improve their knowledge and skills in teaching literacy. 4 student free days were accessed to build educator capacity in mark making, pedagogical documentation and building children's self regulation skills. Resources on Mark making were purchased for educators to reference in their planning. Professional training and development was accessed on effectively using the planning cycle.	Setting small targeted goals based on professional learning resulted in shared understanding by educators in mark making and communicating thinking and ideas. Observations and data collection using pedagogical documentation of educator practice and what children know, do and understand resulted in improving our cycle of planning for individuals and groups of children.
Inclusive Education Support Program	The inclusive education support grant was used to employ staff for a total of 6 hours a week to improve student outcomes, working with children explicitly, individually and in play to increase speech and language, self regulation, cognitive, physical and social skills and to increase their access to all learning programs. The funding enabled us to employ staff for 2 hours per week and the remaining 4 hours was paid by the centre. Difficulty in receiving face to face support from disability services was partly resolved by accessing teams meetings with children, support workers and the speech pathologist.	A number of children with additional needs were supported. All children receiving IESP support showed enormous growth and achievements in a range of skills including communication, self help skills, cognitive development, fine motor skills and self regulation. On exiting preschool some reached age appropriate levels in their identified areas and others will require further support.
Improved outcomes for non-English speaking children who received bilingual support	Not applicable	Not applicable

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