



Willsden Childhood Services Centre 2017 Annual Report to the Community



Willsden Childhood Services Centre Preschool Number: 6674

Partnership: Port Augusta - Quorn

Name of Preschool Director:

Amanda Nunn

Name of Governing Council Chair:

Christine Kemp

Date of Endorsement:

8th March 2018

Context and Highlights

Willsden Childhood Services Centre is an integrated centre providing Preschool and funded Occasional Care. We are a stand alone site which operates on a part time basis. The preschool offers sessions on Monday and Tuesday from 8.45am to 2.45pm and Wednesday from 9-12. Occasional Care offers 4 sessions and enrolments have been full to capacity-32 enrolments in total. More children have continued on in the Preschool Program when leaving Occasional Care.

Educators have remained consistent during 2017. There is 1 Director, 1 Teacher, 2 Early Childhood Workers and 1 Support Worker.

The Preschool have continued to have a very successful and smooth transition/orientation process this year. The school and preschool have worked collaboratively to engage children and families in this process.

The Preschool has a large indoor and outdoor learning space which is continually being improved which has become more aesthetically pleasing and engaging for children, staff, families and the wider community. Families and the Governing Council have been involved in the consultation process of the and will continue during 2018.

Enrolments this year have steadily increased. Children attending the Preschool are from families representing a range of socio-economic and cultural backgrounds. 80% enrolments are from Aboriginal Families.

The preschool continues to implement the Early Years Framework. The Numeracy and Literacy indicators were also embedded into the program. Staff have been familiarising themselves through Training and Development, discussions at staff meetings and continually analysing and reviewing how to implement these indicators within the program.

The Preschool have continually been involved in the Empowering Local Learners Project. Staff have been engaged in meaningful discussions through improving and reflecting on our processes and priorities not only for our site but for the Partnership as well.

The Wednesday session focuses on Numeracy and Literacy activities and Science.

Highlights for 2017

1. Parent involvement through Open Days, Family Barbecues, Graduation etc....
2. Using other Agencies such as Uniting Care Wesley with projects within the site.
3. Pass-point Program has continued to be a huge success in achieving higher attendance.
4. Good strong Governing Council
- 5- Aboriginal Families Literacy Strategy program
- 6- Achieved Exceeding in all 7 quality areas under the National Quality Standards
- 7- Yard redevelopment process involving families

Report from the Governing Council

It has been another exciting and busy year in 2017 at the Preschool.

Once again, there were good enrolments in the Occasional Care program and the program was enthusiastically and efficiently run by staff, with many families returning children to the program or enrolling siblings.

The preschool program saw high enrolments and the addition of a teaching position for Aboriginal Family Literacy Support. Preschool students had the opportunity to attend a performance in Port Pirie and had another trip to the seashore in Whyalla.

As a Governing Council we have worked hard to fund-raise to provide additional financial support to assist the learning needs of the students at the centre. We also held an additional Family night in May to try to better encourage the engagement of families in the centre and the sense of community.

We have sought funding grants for 2018 and have been successful in obtaining the PIE Grant to further bridge the connection between home and preschool through cooking and learning about what other families like to eat.

Fundraising ideas for 2018 have been discussed in our last Governing Council meeting in 2017 and we hope to further support the opportunities and offset the educational costs for students and families within the centre.

Christine Kemp
Chairperson, Governing Council

Quality Improvement Planning

Quality Area 1-educational Program and Practice

Priority- That the learning program need to be more visible to families.

Strategies- Parent feedback*staff input

Achievements-The learning program is displayed and visible in front foyer where families enter* program is attached to newsletters*educational outcomes from weekly program are now displayed

Priority- Strategies used within the Empowering Local Learners Project needs to be discussed with staff to support the children's learning.

Strategies- focus teacher to bring back information from Professional learning days to staff*Staff meetings(allocate time to have reflective dialogue/what is working well/what is not/proposed changes)*embed into program*all staff to be committed to the program*observe changes in education practice*evaluate at the end of the year to assess the impact on children's learning/educators practice and pedagogy

Achievements- the focus teacher continually feeds information back to the staff*the language has been introduced to children*Impulse control/working memory and cognitive flexibility are embedded into the program*strategies are being used daily*linked to Performance Development for all staff

Quality Area 2- Children's health and Safety

Priority- that a ramp needs to-be installed so every child's health needs are supported.

Strategies- For the Director to contact relevant personnel to obtain quotes

Achievements- quotes are still in progress

Next steps- To finalise quotes and take to Governing Council meetings for approval

Quality Area 3- Physical environment

Priority- To create intentional learning spaces within the outdoor learning environment(However not detracting from the natural environment

Strategies- surveys handed out to families to ask them what they wanted to see in the natural learning environment*staff to observe children's engagement/needs/interests to determine resources to be added to this area*to source resources to create a "small fairy world"

Achievements- built a mud kitchen for the children*purchased a structure for the fairy garden*The children have been involved in the process of setting up both structures*kept the environment as natural as possible to promote children's learning and thinking and provide open ended opportunities

Next steps- to engage families in the continuation of the outdoor area development

quality Area 5- Relationships with children

Priority- All staff to be aware of expectations in supporting children's behaviour

Strategies- individual observations and assessments used on a regular basis to reflect on individual children(analyse/ where to next?)*all staff to address issues as they arise as per individual behaviour plans*regular discussions to discuss individual children

Achievements- All staff have had training with DECD Personnel(strategies to use with individual children that have support)*all staff are confident in dealing with behavioural issues*all staff are consistent regarding children's behaviour*social skills groups have been established and are embedded in our daily program

Quality Area 6- Collaborative Partnerships with Families and Community

Strategies-To continue to improve continuity of learning and transition for each child (preschool to school).

Achievements-• Active involvement with teaching staff

(Willsden Primary School) to regularly meet to discuss children's learning needs.

- Scheduled visits to school each week (classroom/library)
- Staff member involved in the early years' transition working group (each term).
- Family involvement in the transition process (parents collect children from school/ familiarisation with the school environment

During 2017 the willsden Childhood Services Centre underwent the process of being assessed. we were assessed as exceeding in all 7 Quality Areas.

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2015	16	17	22	25
2016	25	24	30	30
2017	26	24	25	29

NOTE: The data is based on person counts in the two week reference period each term. Excludes pre-entry.
Source: Preschool Data Collection, Data Management and Information Systems.

Enrolment Comment

Enrolments have fluctuated throughout the year.
Many enrolments during 2017 were from families that were accessing the Occasional Care Program and children whose previous siblings attended Willsden Childhood Services Centre.
A number of families also enrolled their children who were not living in the local area.

Attendance

Year	Term 1	Term 2	Term 3	Term 4
2015 Centre	87.5%	82.5%	88.3%	84.7%
2016 Centre	79.3%	88.7%	76.7%	78.8%
2017 Centre	70.7%	82.5%	80.1%	
2015 State	92.4%	90.2%	87.8%	88.5%
2016 State	91.1%	89.6%	87.9%	87.9%
2017 State	90.6%	88.8%	86.7%	

Based on attendances recorded in the two week reference period each term. Data for eligible enrolments as described in the DECD 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

Attendance of the Aboriginal Families have fluctuated this year. This is due to family domestic violence, mental health issues within the family, transient behaviour as well as Funerals.

However staff have continued to work closely with families and children who are considered to be at risk due to poor attendance. Staff have also worked closely with relevant agencies to assist with chronic non attenders.

The Willsden Childhood Services Centre have also put strategies in place to assist families.

Strategies included:

- Families were contacted by phone if the child had an unexplained absence for more than 2 days.
- Home visits were conducted where necessary
- DECD staff were notified about chronic non-attenders
- Visits and phone call were documented
- Assisting families where needed in relation to health issues
- Supporting families to access other agencies to help with attendance

Destination Schools

Feeder Schools (Site number - Name)	2015	2016	2017
0679 - Willsden Primary School	88.9%	83.3%	92.9%
1396 - Flinders View Primary School	0.0%	8.3%	0.0%
9122 - Caritas College	11.1%	8.3%	7.1%
Total	100%	100%	100%

NOTE: The data is based on person counts in the two week reference period each term. Excludes pre-entry.
Source: Preschool Data Collection, Data Management and Information Systems.

Destination Schools Comment

Our main feeder school was Willsden Primary School, which continues to be the school that we work closely with and the school that we encourage our families to attend. The preschool and school have continued to make strong connections and have a good transition process in place.

There has been an increase in the number of children attending Caritas College and this is due to mid year intake for children starting reception.

Client Opinion Summary

The Client Opinion Survey was handed out throughout the middle of the year to all families accessing the preschool which included the Occasional Care program and the Preschool program. We asked all families to complete the survey that focused on the satisfaction of the preschool and areas we can improve on. Only a handful of parents returned the survey and from what we received all comments were positive and families are happy with our service and the educational programs we have to offer.

DECD Relevant History Screening

All staff have current Relevant History Screening Documentation which is kept in each staff members personal file. Teacher registration certificates and DECD Authority to teach letters for all teachers and Early Childhood Workers are also kept on file as well as the cleaner and gardener.

Financial Statement

	Funding Source	Amount
1	Grants: State	
2	Grants: Commonwealth	
3	Parent Contributions	
4	Other	

2017 Preschool Annual Report: Improved Outcomes Funding

Improved Outcomes Category (where applicable to the site)	Briefly describe how the 2017 funding was used to improve the relevant DECD Standard of Educational Achievement outcomes (where applicable);*	Outcomes achieved or progress towards these outcomes:
Improved outcomes for numeracy and literacy	Funding was used to support Educators by allocating funds to release staff to attend training on the Empowering Local Learners Project. The teacher focuses on supporting staff through implementing her knowledge of the Empowering Local learners priorities such as impulse control, self discovery, Numeracy and Literacy Indicators and questioning.	Our goal for 2017 is providing information to parents through displays, newsletters and Open Days. Staff are capable of implementing strategies around these indicators.
Improved ECD and Parenting Outcomes (Children's Centres only)		
Improved outcomes for children with disabilities	An Early Childhood Worker is employed to support children with Speech, Language and Behaviour. Oral Language Groups and Social Skills Groups as well as 1:1 are implemented and programmed according to their needs. Support Services from DECD and other agencies are accessed regularly to assist children with additional needs.	Staff regularly review children's progress through observations, staff meetings and regular discussions with Support Services.
Improved outcomes for children with additional language or dialect	Aboriginal Students are supported in their language. This is achieved by employing an Aboriginal Early Childhood Worker to support families and children who have English as a second language.	he preschool uses visuals to support English as a second language. The staff also use key words in Aboriginal Language.

* The DECD Standard of Educational Achievement is defined as children and young people progressing and achieving at or above their appropriate year level.