

2024 annual report
to the Community

Willsden Childhood Services Centre

Willsden Childhood
Services Centre number:
6674

Partnership: Port Augusta - Quorn



Preschool director:

Kimberly Brown

K. Brown

Date of endorsement:

20/02/2025



Context Statement

Willsden Childhood Services Centre offers a range of early childhood services, including a preschool program and a funded occasional care service. As a standalone site, the centre operates on a part-time basis, with the preschool offering sessions on Mondays (8:30 am - 2:30 pm), Tuesdays (9:00 am - 3:00 pm), and every second Wednesday (9:00 am - 3:00 pm). The occasional care program provides four sessions each week, allowing families to select either morning or afternoon attendance. Currently, the preschool has 18 enrolments, with an indicative cap of 20 and a physical capacity of 44 children.

The centre's dedicated team of educators comprises a Director, one Early Childhood Teacher, two Early Childhood Workers, and an Occasional Care Worker, all working collaboratively to create a nurturing, inclusive, and stimulating learning environment.

The preschool is fortunate to have a spacious outdoor area, which includes decking, a lawn, a playground, vegetable garden beds, and a range of musical instruments. This outdoor environment plays a key role in supporting children's physical development, sensory exploration, and creative expression. We are continually working on improving our indoor environment to ensure it is aesthetically engaging and conducive to learning for children, families, and the broader community. This ongoing development has been shaped and inspired by Reggio Emilia principles and consultation with families, educators, our governing council, and early childhood leader, with construction set to begin in 2025.

The children attending our preschool come from diverse socio-economic and cultural backgrounds, with a high proportion (90%) identifying as Aboriginal. The mobility of families in the area affects enrolment numbers, and we are committed to fostering an inclusive environment that values and respects each child's cultural identity and individual needs.

In recent years, the preschool has invested in developing a comprehensive music program, recognising the positive impact that music has on children's academic, social, emotional development and. contributes to the daily rhythm and flow of learning. Educators have engaged in professional learning with the Music Strategy Team, and together, we have critically reflected on and developed an intentional, engaging, and developmentally appropriate music program.

As part of our ongoing commitment to quality education, educators have focused on critically reflecting on the Early Years Planning Cycle, with the goal of implementing a differentiated, play-based program tailored to meet the individual developmental needs and goals of each child. This process involves careful consideration of developmental milestones, listening to children's voices, and documenting learning progress.

Our approach also prioritises family involvement, acknowledging the central role families play in supporting children's learning and development. We continue to strengthen these partnerships by fostering open communication and shared decision-making with families.

Looking ahead to 2025, the centre will continue to prioritise building strong transition practices, guided by the Port Augusta/Quorn Partnership framework. This will involve regular visits to Willsden Primary School, our main feeder school, to ensure smooth transitions for children moving into the primary school setting. The preschool adheres to the principles and practices of the Early Years Learning Framework (EYLF), incorporating indicators of preschool numeracy and literacy, alongside a well-integrated cooking program that enhances children's understanding of healthy eating and supports their literacy and numeracy development.

Governing Council Report

We kicked off the year with a big, warm welcome to Mia, a talented Early Childhood Teacher, who joined our Preschool community. Mia brought a treasure trove of experience, creativity, and fresh ideas that truly added excitement to our preschool! One of the standout moments of the year was our Messy Play Day, which still has the children and families buzzing with joy as they reminisce about the fun of exploring and engaging all their senses.

This year, we made great strides in amplifying Children's Voice within our curriculum by launching Children's Voice Meetings. These fun, fortnightly Wednesday sessions allowed the children to share their ideas, interests, and their favourite activities at preschool. It was amazing to watch the kids grow in confidence, especially as

they signed in their names with their parents as part of our morning routine! We were so proud of their progress. During these meetings, the educators shared updates on how we were planning for the children, highlighting goals and future plans for the site. One of the children’s favourite topics in our meetings was cooking, and cupcakes quickly became a popular suggestion (although we didn’t bake them all the time!). To celebrate the kids’ culinary achievements, we hosted our annual Family High Tea, where the children proudly served up delicious savory and sweet treats. It was also a special occasion where we celebrated our wonderful Early Childhood Occasional Care workers who reached an incredible milestone—20 years in the Department of Education!

Other memorable moments this year included our regular visits from the Port Augusta Library, where the librarian brought stories, books, and her lovable Emu friend, Cando, to share with the children. In Term 2, we had an exciting excursion to the Arid Lands Explorers Garden, followed by a library visit for more storytelling fun.

Then, in Term 3, the children enjoyed another trip to Port Pirie to watch the delightful performance I Wish. What a blast!

Throughout the year, we hosted a range of family events that brought our community together, including a Mini Olympics, a Music Afternoon, and a Mini Art Exhibition. These events were fantastic ways for families to come together, celebrate, and join in the fun!

Our Occasional Care children had a wonderful year of learning too! They formed stronger connections with the educators, and many of them are now transitioning to our Preschool program at Willsden Childhood Service Centre. As part of our site improvement focus this year, educators reflected on childhood milestones, taking a deeper look at how to better support each child, including the Occasional Care children, and meeting their individual needs.

We also celebrated two Preschool graduations this year—one mid-year and one at the end. Our mid-year graduates stole the show with a performance of The Magic Hat by Mem Fox, leaving their families bursting with pride. At the end of the year, we were treated to some wombat wobbling and a beautiful scarf dance set to an instrumental version of A Sky Full of Stars by Coldplay. It was an unforgettable way to celebrate the children's journey!

We wrapped up the year with exciting news that Phase 1 of our preschool's interior renovation will begin during the holidays, meaning 2025 will bring us a brand-new preschool environment! Here's to a bright future!

Written in collaboration by Kimberly Brown and Becky Anderson

Preschool Attendance

	Term 1	Term 2	Term 3	Term 4
2021 centre	60.2%	52.5%	47.5%	57.2%
2022 centre	63.9%	67.8%	72.8%	74.4%
2023 centre	91.3%	77.7%	79.7%	89.2%
2024 centre	87%		74.6%	

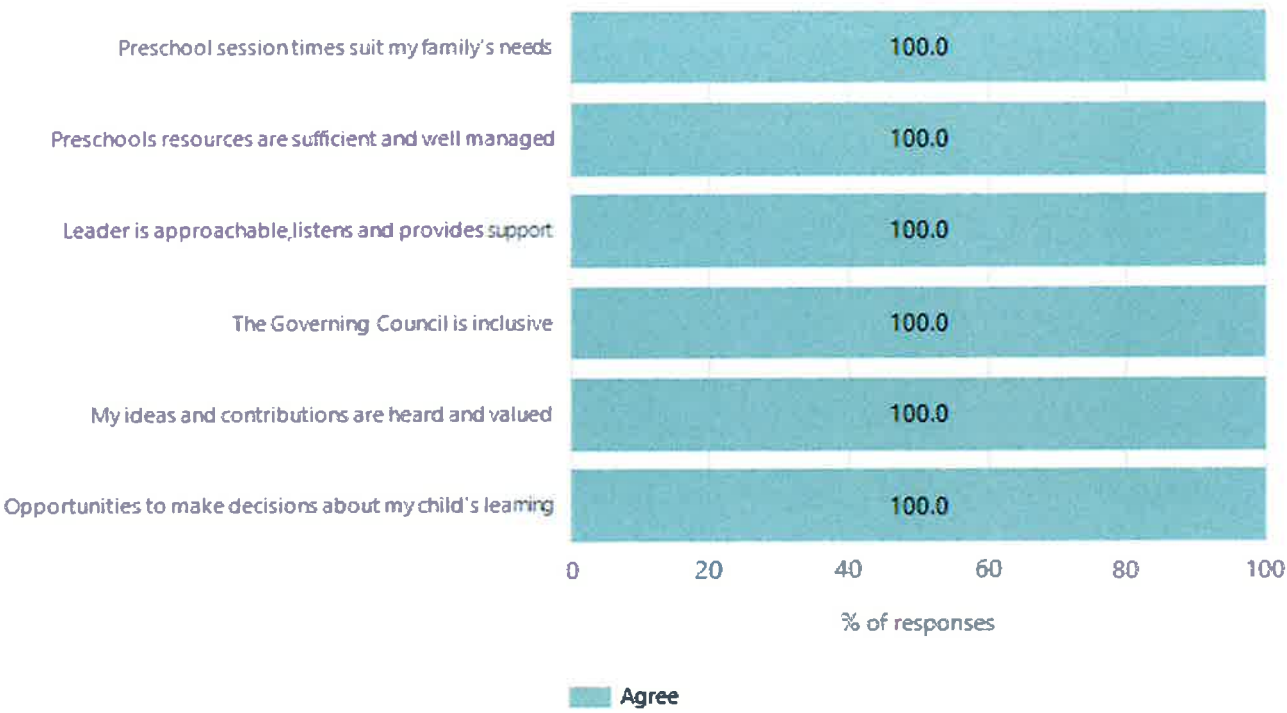
Based on attendances recorded in the two-week reference period each term. Data for eligible enrolments as described in the department's Enrolment policy. Attendance rates may differ to previous reporting with the transfer from calculations based on deemed attendance to actual attendance using booked hours divided by attended hours. Data Source: Department for Education Attendance Data, Semester 1 Report 2024. A blank cell indicates there we no students enrolled.

Attendance Comment

In South Australia, preschool attendance is not compulsory, but it is strongly encouraged. Preschool gives children the best opportunity to develop skills, which prepare them for school. These benefits include establishing positive routines and habits, friendships and connections as well as developing communication, problem-solving and creative skills. All children are entitled to access a preschool program over 4 terms the year before they start school.

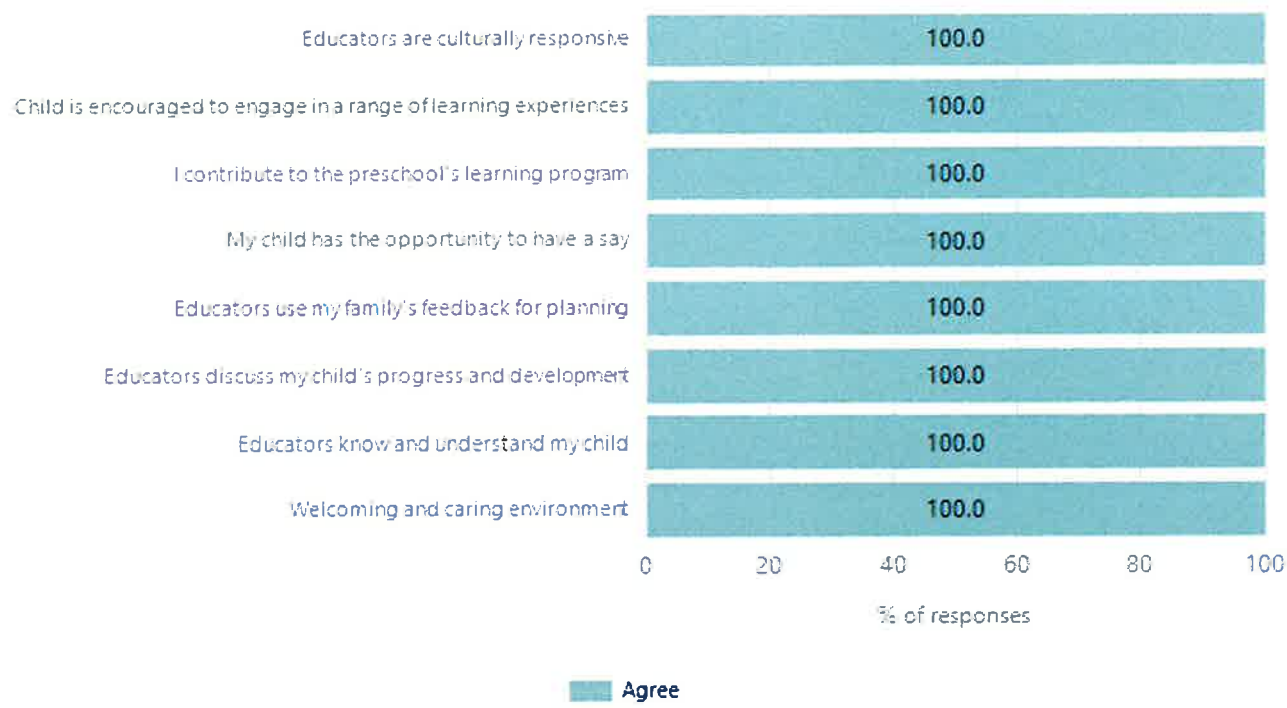
Preschool Family Opinion Survey

Governance, Leadership and Management



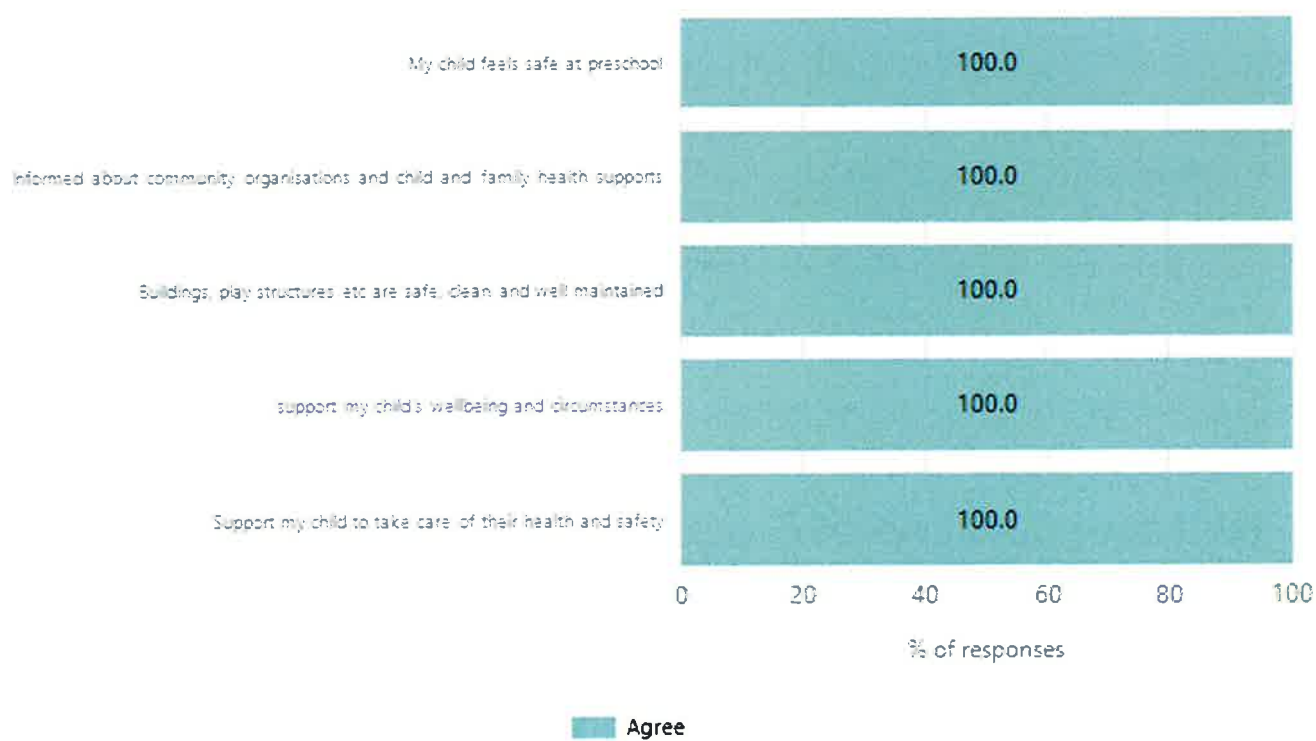
Data Source: 2024 Department for Education Preschool Family Opinions Survey, Term 3 2024.

Quality of Teaching and Learning



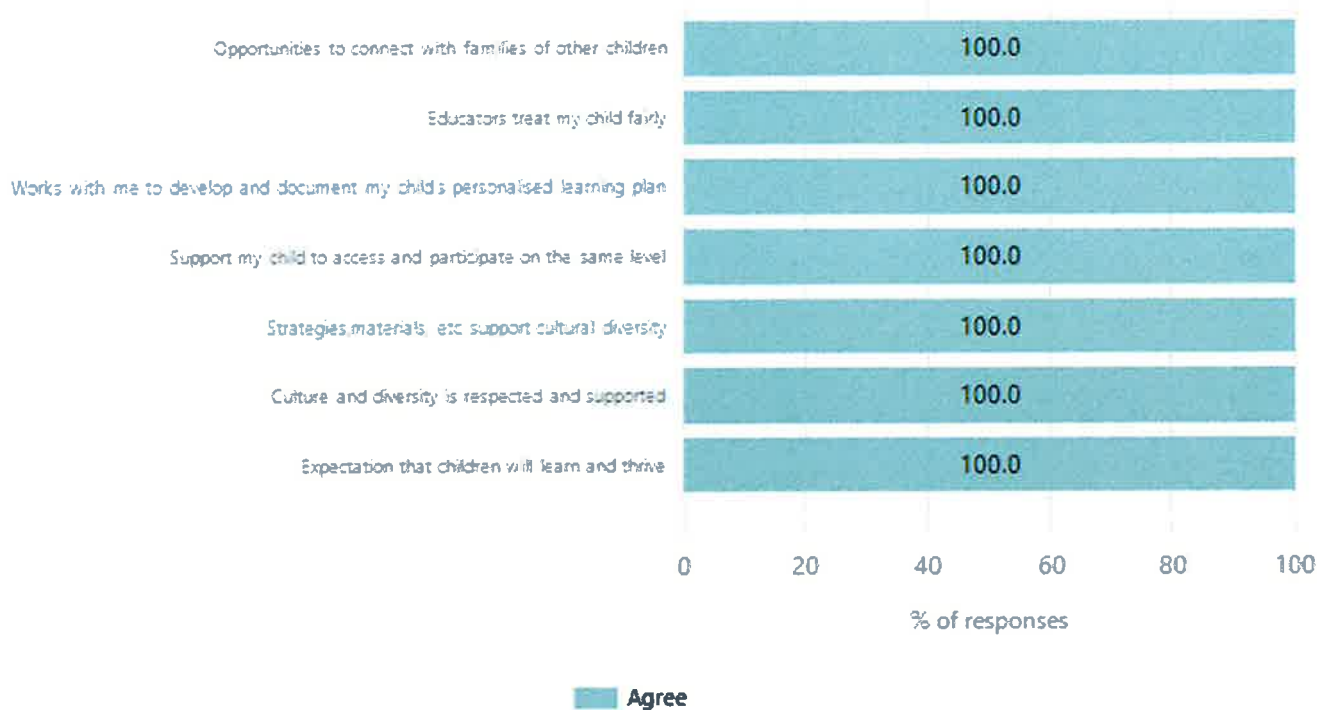
Data Source: 2024 Department for Education Preschool Family Opinions Survey, Term 3 2024.

Safety, Health and Wellbeing



Data Source: 2024 Department for Education Preschool Family Opinions Survey, Term 3 2024.

Support and Inclusion



Data Source: 2024 Department for Education Preschool Family Opinions Survey, Term 3 2024.

Destination Schools

Feeder Schools (Site number - Name)	2022	2023	2024
0679 - Willsden Primary School	18.5%	6.3%	4.4%
9999 - Unknown	81.5%	93.8%	95.7%

Note: The data is collected in term 3. It does not reflect actual schools enrolled in by existing preschool children. A blank cell indicates there was no data for students enrolled.

Data Source: Department for Education Destination Data Report, 2024.

Highest Qualifications held by the teaching workforce and workforce composition

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

Qualification Level	Number of Qualifications
Bachelor's degrees or Diplomas	1
Postgraduate Qualifications	1

Data Source: Data extracted from Mandatory Workforce Information Collections as on the last pay date of June 2024. As self-reported by staff in the system.

Please note: Data includes staff who are Actively employed and on extended paid leave. Please note only the highest qualification of the Teaching staff is reported. Excludes any number of other certifications earned.

Workforce composition including indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	1.4	0.8	0.7
Persons	0.0	2.0	1.0	1.0

Data Source: Data extracted from Mandatory Workforce Information Collection as on the last pay date of June 2024.

Please note: Data includes staff who are actively employed and on extended paid leave.
"Indigenous category" is self-reported by staff in the system.

Financial Statement

Funding Source	Amount
Grants: State	\$452,549.83
Grants: Commonwealth	
Parent Contributions	
Fund Raising	\$ 7,621.73
Other	\$ 2054.30

Data Source: School supplied data.