

2022 Annual Report Working Paper - Children's Centres for Early Childhood Development & Parenting

(SACE questions, and other questions not relevant to Children's Centres, will be excluded)

Purpose:

If you have multiple contributors, distribute this 'Working Paper(s)' to those staff responsible for annual report content. The 'Working Paper(s)' are to be returned to the designated delegate at your preschool to enter the data into the online form.

Notes:

Please keep to maximum character limits stated. Character limits are different to word count, they included all spaces, commas, full stops, etc.

Only use basic formatting as shown below (as the online system *may* remove paragraphs, spacing, special characters, etc):

Sunshine Children's Centre is a category 2 site in the western suburbs of Adelaide. In 2021, we had X children enrolled. The group population includes approximately:

- XX% children with English as an additional language
- X% children with disabilities and
- X% Aboriginal children.

For questions regarding the **use of the online Annual Report system/platform**, contact ICT Services:

- Phone: 8204 1866 (Metro)
- Phone: 1300 363 227 (Regional)
- Log a job via [edIT](#).

For questions about your **prepopulated data**, contact Data Reporting and Analytics:

- Phone: 8226 3269
- Email: education.DataReportingAnalytics@sa.gov.au

For help with the **essential requirements**, contact the Review, Improvement and Accountability (RIA) team:

- Phone: 8226 1284
- Email: education.RIA@sa.gov.au

Overview

Site context and highlights (2,500 maximum characters)

Forbes Children's Centre for Early Childhood Development and Parenting is an integrated early years' service in which early childhood professionals, other professionals, families and the local community work together. We offer preschool and long day care for children from birth to school age as well as social, community, health and allied health services for children and families.

The Centre is situated on the site of Forbes Primary School. Harcourt Gardens Preschool relocated in October 2010 to form part of the Children's Centre and the long day care service commenced in January 2011. Currently the site has approximately 600 families accessing services within the Centre with approximately 200 families enrolled in preschool or childcare services.

Our Centre is accessed by a culturally diverse community. The majority of families reside in surrounding suburbs (Plympton, Edwardstown, Ascot Park and Mitchell Park). Ensuring that our Centre is welcoming, inclusive and provides services that are reflective of the needs of our community continues to be a strong focus.

Our Centre offers programs and services for families in partnership with Inner Southern Community Health, Child and Youth Health Service, Disability SA, Health SA, Department for Child Protection and other Government and non-Government organisations, and agencies.

In the 0 – 3 spaces, the improvement priority focused on developing children's emotional literacy skills. Staff completed Responsive Relationships training as a guided by our site Occupational Therapist and Speech Pathologist. This program is a framework to promote core responsive, relational skills for educators to support children's sense of belonging, oral language development and emotional regulation skills. Professional development was delivered during staff meetings for the birth to three space in the second half of 2021 and was completed in 2022. In addition we have continued to embed the work of previous QIP improvement priorities regarding quality documentation of children's learning. Clear planning cycles now exist for each child with identified learning goals and associated strategies. Regular check-ins with families and any allied health support services, allowed us to gather input from all avenues and create successful, achievable plans for each child.

The integrated long day care and Preschool room focused on their PQIP goal around involving children in the documentation of their learning and providing opportunities for children to engage with and reflect on past curriculum experiences. (See 'Preschool quality improvement planning' below). The preschool room also received a significant upgrade to the outdoor learning environment creating more opportunity for gross motor and sensory play as well as increasing safety.

Governing or school council report (1,900 maximum characters)

The Governing Council continued to support the staff team through a very challenging year in the management of the impacts of COVID-19. The Council approved restructuring of the long day care program to decrease the length of the sessions being offered. This helped to manage continued staffing shortages and the additional workload requirements associated with COVID-19. Despite the challenging start however, the service was able to resume usual operational hours and slowly begin to reintroduce community programs with varying restrictions as required. With the return of community programs, we also saw a change in the

service delivery model of learning together at home resulting in two additional playgroups being offered at the Centre. The Council also approved the addition of a parenting support group for parents who experience clinically diagnosed Borderline Personality Disorder. The Governing Council and community were also happy to see Foodbank re-introduced to the Centre.

The Council also gave input and approval to multiple new policies to support ACECQA requirements including a first aid policy, policy guiding interactions with children and a code of conduct policy. The Council also approved a new policy supporting a four-day working week in an attempt to support the work/life balance of educators whilst still maintaining a primary care model to support continuity of learning as best as possible.

The Council was pleased to approve and see the implementation of an upgrade to the kindergarten outdoor area. The redevelopment has supported increased opportunity for gross motor development and sensory opportunity with water play. We were also pleased to approve a similar request for upgrade to the toddler space, to provide further opportunity for gross motor play with appropriate fall zones.

Finally, The Council was very pleased to accept the presentation of the annual kitchen audit without recommendations. We understand the stringent requirements that the kitchen operates under being a business that provides a food service. Congratulations were given to the chef and staff in achieving such an outstanding result.

Performance and attendance

Please enter the % of children that attended your preschool in Term 4

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44.7

Preschool quality improvement planning (3,800 maximum characters)

In 2021, the team decided to focus on a single goal, which proved to be an effective way to gain traction and go deeper with the learning and actions with the goal. The team made the decision to prioritise a singular goal for the PQIP initiative in 2022.

The goal selected was centred on the practice of numeracy conversations in whole-room contexts to enhance children's language skills and comprehension of numeracy concepts. This objective was developed by the director and teaching team, and the team sought the guidance of Ann Baker to facilitate the implementation of the goal.

Initially, the goal was focused on enhancing the children's numeracy vocabulary.

However, upon the initial consultation with Ann Baker, the team redirected their focus to improving the quality and frequency of their interactions with the children and offering targeted experiences to enhance their understanding of basic numeracy concepts.

During term one, the team collected baseline data, which was thoroughly reviewed and analysed during a dedicated preschool closure day. With the help of Ann Baker virtually, the team reviewed the data and considered their next steps for improvement. Based on the insights gleaned from these discussions, the team created an action plan.

The action plan implemented by the team was comprehensive and targeted, with the aim of improving children's numeracy language and understanding through a variety of strategies.

The first strategy involved exposing children to numeracy-based books on a weekly basis, with each group of children given the opportunity to explore the text through play in the following week. The books were carefully chosen to provide a range of numeracy concepts and were made available on the story table for further exploration.

The second strategy involved incorporating numeracy finger rhyme songs into the daily routine. The team, based on conversations with Ann Baker and her natural maths training, introduced one numeracy finger rhyme per week during instructional teaching times, which was then used incidentally throughout the day.

The third strategy focused on subitizing games. The team introduced one subitizing game per week for all groups of children. These games were carefully selected to challenge children's visual memory and numeracy language, with emphasis placed on how educators talked about the dots on some dice visually. This approach enabled educators to challenge children to use their visual memory rather than their counting skills, further developing their ability to subitize.

The fourth strategy involved setting up increased sorting provocations. Based on Ann Baker's training, the team recognized that the ability to sort was a prerequisite to working with numbers. Therefore, sorting opportunities were set up and made available to children each week, with a provocation question on a chalkboard designed to support sustained numeracy conversations

Over the next two terms, the numeracy action plan was implemented, and post-action data was collected. During an additional preschool closure day, this post action plan data was reviewed. The results demonstrated significant progress, with 61.5% of children using subitizing in numeracy games, compared to only 7% in term one. Additionally, in term one, many children were unable to name a dice, whereas 100% of children were able to do so by term four.

Team reflections revealed an increase in children's engagement, enjoyment, and participation in instructional numeracy opportunities. The data collected also demonstrated a marked increase in

numeracy language usage, with children using appropriate vocabulary and demonstrating improved intrinsic motivation to engage in numeracy play opportunities throughout the day.

Practitioners' reflections revealed that the number sense learning had multiple entry points for all children, enabling educators to challenge and extend those who need it and support children with limited numeracy understanding.

Attendance comment (1,000 maximum characters)

The centre and preschool demographic continues to comprise a significant proportion of vulnerable families who may experience challenges in attending and engaging with the service. The directors made it a priority to maintain ongoing support and connection for these families, to ensure their continued involvement in the preschool community. Additionally, the centre welcomed new children into the preschool in the latter half of the year, including families who were transitioning from another preschool and those who has not previously accessed preschool services. Notably, two children departed mid-year to attend private school, which enabled these new children to be accommodated into the preschool community for the remainder of the year. Preschool attendance through term 1-3 remained steady at 70-80% however saw a drop in term 4 at 44.65% as we saw many of our vulnerable families still struggling with their attendance as well as some families leaving midterm to go on holidays or visit their home countries.

Behaviour and client opinion

Parent opinion summary (1,900 maximum characters)

We had 39 respondents, which is higher than last year and in line with our average response rate over the last few years (between 30 and 40 responses). As always, the survey was distributed to all families, not only Preschool families, with families prompted to name the room their child is in to ensure our programs and planning meet the need of all families, while also gathering room specific data. We continue to use a modified version of the survey with questions rephrased by our Leadership team to better match our context and similarly to previous years, we included questions promoting families to comment on our COVID response. The survey was offered online and in hardcopy, but only online responses were received.

Over the whole site, the areas with the most agreement were the statements:

- My child's educators know what my child can do and where they need support
- My child's educators support development of my child's personal and social skills
- I am well informed of community services and programs offered at the centre

Areas for improvement were:

- Ensure all families are well informed about the learning program
- Making families more aware of the site's improvement policies
- Making families more aware of resources that can be taken home

The aim of reintroducing learning portfolios in the birth-3 space and creating individual learning plans for each child, was based on parent feedback. Families felt the physical touch of a learning portfolio was more interactive than the online portal we had used in 2021. We have been able to include more documentation and evidence of learning in the portfolios are share this with families.

The individual learning plans were created in consultation with families and with the aim to make the program more focused on individual strengths, needs and

interests of the children. The planning cycle is created using the goals and strategies listed in their plans and displayed in the rooms for families to view and have an understanding of our program.

Resources to be taken home have mostly been put on hold with hygiene requirements to deter COVID transmission in place. Since the ease of restrictions, we have begun slowly reintroducing send-home resources and will work on promoting this in 2023.

Screening history

Relevant history screening (600 maximum characters)

As in previous years, criminal history screening checks were monitored by an admin assistant on a spreadsheet and checked each month by an Assistant Director/Director. For all facilitators, volunteers and staff on-site, we ask that they return their 'Working with Children Check' prior to commencing any work at Forbes Children's Centre. When any screening reaches 2 months before expiring, the Assistant Director informs the person and starts a new screening through DHS. Near the end of 2022, we began refining our induction processes for facilitators and ensuring all checks were received one week prior to visiting the centre to ensure that all paperwork is accurate and up to date.

Financial statement

{Please provide funding source details (rounded to the nearest \$)}

<i>Funding Source Amount</i>	<i>Amount (rounded to the nearest \$)</i>
Grants: State	\$597,655.00
Grants: Commonwealth	\$0
Parent Contributions	\$47,298.00
Other	-

2022 Children’s Centre 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 preschool quality improvement goals were focused heavily on both children’s numeracy and literacy outcomes and were tailored to the needs of the cohort of children through careful data collection and analysis.	The data collected provided compelling evidence of substantial progress in numeracy skills of the children. Most notably, the growth observed in early development of number sense was impressive, with children demonstrating a heightened understanding of working with numbers. With respect to literacy outcomes, there was a notable difference in the children’s vocabulary, and a marked improvement in their ability to communicate using language that is appropriate to purpose.
Improved Early Childhood Development (ECD) and parenting outcomes (children's centres only)	Tailored workshops were delivered to enhance parenting capacity and offer support to families within the surrounding community. These programs were chosen with a focus on addressing the current needs of the local community.	Improved parenting capacity and prevention of families entering the child protection system.
Inclusive Education Support Program	The site continued to fund its early intervention group, (jellyfish group) which was led by a full-time teacher to work on goals for individual children in a small group context, with a continued focus and support from DfE support services. Application of IESP funding was made to support a child with high needs however this was not successful.	Data taken on the small group showed all children made significant progress towards their One Plan and ILP goals.
Improved outcomes for children with an Additional Language or Dialect who received bilingual support	Funding was used for two children at Forbes Children’s Centre in 2022. Both children were new to Australia and did not have any spoken English. Over two terms, two bilingual workers were employed to support these children to engage with and access the curriculum.	Evidence collected indicated increased capacity for both children to engage with the preschool curriculum in both the structure and unstructured learning opportunities. Educators were also able to increase their knowledge and ability to support these children by engaging with and working alongside the bilingual workers.
Children's Centres for Early Childhood Development and Parenting Grant	Funding was used to support the necessary additional staffing of both administrative staff and education staff to support various projects. Additional work to support administration of large amount of community groups as well as continuing the full-time teacher in our childcare who supports the early intervention group project mentioned above which supports children with special rights.	Inclusion of this teacher and project has been important to continue with our higher-than-average demographic of children needing early intervention support. High levels of engagement across the preschool, childcare, and community programs.
Briefly describe or list the community programs offered in 2022 which had a focus on: <ul style="list-style-type: none"> • Playgroup • Parent support • Transition to and from 	Playgroups included: Little Chatterbox (referral speech pathology and occupational therapy group), Music Fun (singing and dancing group), multicultural women and children playgroup and a parent-led baby and mum coffee group.	Improved parenting capacity and created spaces for families to connect with each other and develop peer networks.

<p>preschool</p> <ul style="list-style-type: none"> Any new programs or services not previously offered. 	<p>Parent support groups: Family by Family, Families in focus counselling (by appointment), My Time, toilet training workshops, an early parenting group facilitated by CaFHS, The Dad Factor (evening group for dad and grandfathers), Circle of Security, First Aid workshop.</p> <p>New services or groups: Financial Counselling for families provided by UCWB & Coming up for Air- a parenting program for parents who have a diagnosis PD.</p>	
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* The department's standard of educational achievement is defined as children and young people progressing and achieving at or above their appropriate year level.