



Goolwa Children's Centre 2018 annual report to the community



Government
of South Australia
Department for Education

Goolwa Children's Centre number: 3635

Partnership: Fleurieu

Name of preschool director:

JILL GRIFFEN

Name of preschool management committee chair:

CRYSTAL WALL

Date of endorsement:

Context and highlights

Provide additional information about your service—parking, school holiday dates, pupil-free days etc Goolwa Children's Centre is situated 80kms from Adelaide in the FLEURIEU DISTRICT. This centre is an integrated service, which incorporates Child Care, DECD Kindergarten, Community Development, Family Services and Child and Family Health at the same site and has 87 licensed places. The children's ages range from 6 weeks to 6 years old and they can access all programs offered across the centre. This engenders caring and supportive relationships. Developing and maintaining relationships between children, staff and parents is a centre priority and part of the centre philosophy. The centre operates with 2 main groups of children – 0-3 years and 3-5 years. The children with additional needs are supported through the Southern Fleurieu Health Service and the DFE Pre-school Support Program.

Goolwa is situated on the Murray River close to the Coorong and the coast. Small business, tourism and farming are the communities main economic drivers. Socio economic backgrounds vary comprising of self-employed, full to part-time working families that necessitate traveling or working away from home.

Transport is a problem for some families. The Goolwa Children's Centre is situated close to the Goolwa Primary School. The majority of children come from the Goolwa township and surrounding areas including Middleton, Port Elliot, Hindmarsh Island and Currency Creek.

Our centre is an Integrated service offering DFE preschool which operates along South Australian school term times and long day care which operates 50 weeks of the year. The centre has a Community Development Coordinator who facilitates programs with partner agencies including Goolwa Primary school and other local Fleurieu schools , Department of Child Protection, Southern Fleurieu Health service, Relationships Australia, Aboriginal Health, Whalers Housing, Housing SA. The centre has a fulltime family services coordinator who supports at risk families. Speech Pathologist and Occupational Therapist 1 ½ days per week. CAFHS services operate at the centre 1 day per week. Clerical massistant works 3 -4 days per week. The centre has 1 fullday closer at the beginning of each year. The DECD preschool is closed for 4 student free days per year. The fullday closer is one of the preschool closer days.

A Goolwa Children's centre has a car park alongside the centre and on street parking available, there is also a school staff

Report from the preschool management committee

GCC Annual Report

2018 has once again been a productive and exciting year.

The new shade structure was erected early in the year and has provided the children and staff more usable outdoor space during weather that would otherwise prevent outdoor play. Staying outside the native food garden and the community garden have continued to be a source for fun and education, with lots of berries produced this year. The resident chickens also continue to create fun for all the children.

Whilst numbers from Mulga to the Hive room fluctuated at the start of the year. New families joined the Centre, and we settled later into the year with approximately 101 families at the Centre.

We had some we productive fundraising this year, thanks to committee member Rowena and of coarse Wendy.

The community programs run through and with the Centre continue to be an amazing resource for everyone. Dads & Kids, Circle of Security, Nana's from the Centre for positive Ageing and the clothes rack set up by Jodie and Shirley have all been a great success, just to name a few.

Lastly, the EBA (Enterprise Bargaining Agreement) is looking like it has finally been approved. This will benefit the Centre and its staff in many ways, I'm sure staff as well as committee are happy that this process is at an end.

Looking forward to a happy 2019.

Crystal Wall

Quality improvement planning

Key Improvements sought for 2018:

1. Build a culture of reflective practice for staff.

Reflection meetings were scheduled for the Mulga(0-3), Hive (3-5) childcare teams and Preschool team to support continuity of learning, best practice and improved learning outcomes for children. This provided opportunities for staff to challenge each others philosophies and thinking, to learn from each other and to develop consistent strategies to support children and their families.

Outcomes: Mulga introduced the GO SLOW STAY LOW program. This provides a quiet, calm, predictable environment for babies and toddlers to transition into the day and through out the day to reduce anxiety and distress. The benefits are a safe learning environment where children and families have time to transition children from family to educator and from educator to family. It builds trusting relationships between families, children and educators.

Hive reflection builds staff team relationships, beliefs and practices by focusing on children's learning. Through videos staff have reflected on children's learning and their practice and how this impacts for children. They challenge each others thinking and beliefs and there is evidence of a stronger cohesive team approach to children's programs and planning.

The Kindergarten team have been focusing on individual children. What we know, believe and improvement. On reflection we have been reflecting on many different things including, individual children, our cycle of planning and programming, our literacy and numeracy focuses and have decided this was a bit disjointed and need something to really challenge our thinking for 2019 and will stretch our learning.

2. Improve Literacy and Numeracy

The focus is to improve oral language and "I quantify my world". Small weekly group work has a literacy and numeracy focus with a staff member focusing on either literacy or numeracy. "Back to front maths" concepts around having a deep understanding of number would lead the program for the numeracy group leading onto pattern and measurement.

Vocabulary and conversations would lead the literacy planning. The children have been using the THINK, PAIR, SHARE to converse with each other and share ideas with one another around a range of topics. They have used a picture or object to stimulate conversation between themselves. They have used individual pictures that they have made comparisons and had discussions around their findings and have also been able to document their ideas through drawing.

Outcomes: Numeracy progress from back to front maths data 47 enrolments 3 children showed evidence of not improving with 9 children on support programs. Literacy progress 47 enrolments 12 children demonstrated they were capable communicators and were able to interact and share ideas. 18 children still needed some support to share their ideas although grew in confidence over the year and were able to share relevant to the conversation. 15 children were either very shy or reluctant to put forward their ideas and needed teacher support and prompting. 9 of these children were on supported speech and language programs. 2 Children went to school on continued support speech programs in 2019. Collaborative planning tool findings 2018 Total 45 children EYLF round 1 and 47 children EYLF round 2

- 100% of children enrolled 43 (R1) and 45 (R2) children had evidence based documentation to support the findings.
- (R1) 12 children on track. 24 were being observed 9 were receiving intervention. (R2) 35 children on track. 8 being observed. 4 were receiving intervention. Outcomes 3,4 and 5 were the areas of focus.
- Demonstrates improvement through 2018.

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2015	43	48	49	49
2016	46	51	51	53
2017	53	58	53	53
2018	46	51	52	

NOTE: The data is based on person counts in the two week reference period each term. Excludes pre-entry.
Source: Preschool data collection, Data Reporting and Analytics directorate.

Enrolment comment

During 2018 enrolments steadily grew throughout the year with some children transferring in from other areas for a variety of reasons. We have some families returning from living overseas, others have settled here to care for parents while others are seeking a sea change or have gained employment. We had an increase in Guardianship children to the centre who enrolled once they were settled in care. We had Aboriginal children enrol once they turned 3 as per the enrolment policy.

Attendance

Year	Term 1	Term 2	Term 3	Term 4
2015 centre	92.9%	81.3%	88.4%	88.3%
2016 centre	88.4%	84.9%	94.5%	96.9%
2017 centre	96.5%	95.2%	95.9%	83.5%
2018 centre	95.3%	91.2%		
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%	87.7%
2018 state	90.8%	88.7%		

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.

Attendance comment

Attendances have remained fairly similar to 2017. We have several children under the guardianship of the minister who have access visits throughout the year that impacts on attendance for these children. Some single parent families who have shared care where children often have visitation rights with other parents. This incorporates holiday stays as well as other visits. Several of our children have been on extended family holidays. All of this impacts on attendance to kindergarten. Sickness is the other main reason for non attendance with a large number of children.

Destination schools

Feeder Schools (Site number - Name)	2016	2017	2018
0157 - Goolwa Primary School	65.0%	83.0%	87.0%
0342 - Eastern Fleurieu Ashbourne Campus	0.0%	2.0%	0.0%
0356 - Port Elliot Primary School	4.0%	2.0%	0.0%
9012 - Encounter Lutheran College	2.0%	0.0%	0.0%
9406 - Investigator College - Goolwa Campus	26.0%	12.0%	12.0%
Total	100%	100%	100%

NOTE: The data is collected in Term 3. It does not reflect actual schools enrolled in by exiting preschool children.
Source: Data Source: Site Performance Reporting System (SPER), Term 3 2018 collection.

Destination schools comment

The shift in 2017 has continued in 2018 of children enrolling into their local government school. This is largely due to the public announcement that Investigator campus at Goolwa will close its doors as of the end of 2019 and the continued improvement of the local school under the current leadership team.

Client opinion summary

The parent survey carried out in term 3 2018 indicated an improvement in the area of information sharing with parents from the feedback received in 2017. This has been a centre focus the SEESAW APP for parents into the Kindergarten, parent teacher early conversations and end of term 3 learning journal sharing. This is still going to be an ongoing QIP goal for 2019.

Emotional support plans continued in 2018 to support children and families with trauma, special rights, Under the Guardianship of the minister and for many other reasons where children are having difficulties settling or learning. Parent survey showed strong support for the programs and staff at the centre.

Overall our rating for all areas of the parent survey were above 5.5 so indicated high satisfaction across all areas.

Relevant history screening

100% of our staff, both childcare and DFE have a up to date relevant history screen.

Financial statement

	Funding Source	Amount
1.	Grants: State	541,414
2.	Grants: Commonwealth	394,352
3.	Parent Contributions	249,076
4.	Other	4,200

2018 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2018 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	In 2018 using the Literacy and numeracy indicators we focused on Numeracy "I quantify my world" and Literacy "I use language to connect to my world". Children maintain a reciprocal conversation. Literacy and numeracy small groups lead by a literacy and numeracy teacher. 2018 showed an increase in parent participation in parent groups offered to the FSC and OT. We have seen an increase in attendance or families attending several of these groups through 2018. Groups include playgroups, sing and grow, The garden, Thoughtful parenting and more.	The collaborative planning tool indicated improvement for all children in 2018 both in literacy and numeracy. Work will continue in 2019 with a focus on oral language & number.
Improved ECD and parenting outcomes (children's centres only)		
Improved outcomes for children with disabilities	During 2018 nine children completed the year receiving support funding. All children were referred for speech and language. Two of these children had more complex needs. Two children transitioned into school with support funding. Seven children no longer met the criteria for funding and had reached their goal of mild to moderate delays and will be monitored at school.	All children demonstrated improvement with the speech and language funded programs. Each child has individual documentation and evidence of improvement.
Improved outcomes for non-English speaking children who received bilingual support	No children at the centre received funding for additional language or dialect.	

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