



Parafield Gardens Children's Centre 2019 annual report to the community



Government
of South Australia
Department for Education

Parafield Gardens Children's Centre number: 2654

Partnership: Hollywood Lakes & Gardens

Name of preschool director:

Faye Stasinowsky

Name of preschool management committee chair:

Meriam Youssef

Date of endorsement:

Context and highlights

A Centre that truly provides services that support the development and well being of families and young children bringing together care, education, health, community development and family services combined with family and community partnerships. This is our living vision and philosophy.

The Centre continues to be extremely diverse with 80% of our children being from either – Culturally and Linguistically Diverse (CALD) ATSI or having special rights.

A great variety of care, education, health, community development, family service and community partnerships have continued throughout the year with a staff team of 20- 25. Numerous staff had a variety of roles e.g Occasional Care and preschool support; Bilingual and E.C.W, crèche, playgroup leaders. There is a full time Community Development Coordinator (CDC), and Family Practitioner (FP), .3 speech pathologist and occupational therapist to help provide positive outcomes in supporting children and families through the ongoing work. Mid year the CDC and FP positions moved across to Department for Human Services but continuing to operate within the Centre

Midwifery services have expanded to include all pregnancies (with the exception of high risk pregnancies).

CAFHS facilitate clinics are now weekly and new parenting programs twice per year.

Pathways have been developed for children identified as having special rights.

Over 300 Early Literacy Packs were distributed including the Little Big Book Club and Let's Read for children 0-4 years, plus for kindergarten children. Electronic book borrowing library for kindergarten children has continued.

Parenting Programs delivered included Circle of Security; Bringing Up Great Kids; Infant massage; Topic Specific workshops e.g. Children learning English as an Additional Language. Introduction speech and language development, Sleep, Mealtimes can be tricky.

Adult Education Programs including Everyday English, Food for Life, Living and Working with Children.

Utilized by Department for Child Protection staff for access visits

Playgroups were held on Wednesdays co-facilitating with Community Options and on Fridays with the CDC and WIS support.

Report from the preschool management committee

Quality improvement planning

There is an ongoing focus on children's wellbeing and being powerful learners with every child being stretched in their learning including numeracy and literacy.

Numeracy

The children were involved in numeracy that supported the development of the numeracy indicators throughout their learning experiences through play. Daily all children were involved in short small differentiated numeracy groups which also supported their learning. Educators planned together weekly, reflecting on children's learning allowing movement of children. Concepts such as same and different, more and less, first and last, sorting, use number in play, asking questions, subitising 1-6, standard and non standard dice patterns, number games, bingo, working with doubles, breaking a counting sequence. Each child received a numeracy kit which was built on during the year. The results showed significant growth for each child when looking at term 1 and term 4's data using the 4 TOP 5.

Term 1 - 59% 1st Top5; 40% 2nd Top5; 24% 3rd Top 5; 10% 4th Top 5

Term 4- 90% 1st Top 5; 77% 2nd Top 5; 64% 3rd Top 5; 37% 4th Top 5

Showing 31% growth in the 1st, 4th Top 5 37% growth in 2nd 4 top 5; 40% growth in 3rd Top 5; 27% growth in the 4th Top 5. Many of the children had achieved the schools foundation levels.

Literacy

Oral language and book awareness is supported through all programs in the Centre. The children were able to borrow from the library weekly. Over the year this increased dramatically with staff personally inviting children to borrow. 9 staff attended the PD during the year which invigorated and heightened staffs planning and involvement with children making the nudges with their learning through small world play, story tables and book making. Reciprocal conversations, along with the use of higher tiered vocabulary along with the comprehension has been a key focus. In Preschool PASM was used to record children's use of rhyme, syllables and letter sounds.

PASM - Segment Syllables 6% no result; children with special rights or no language; 38% becoming aware; 16% exploring; 18% making connections; 21% applying

Matching Rhyme 7% no result; 26% becoming aware; 37% exploring; 18% making connections; 14% applying

Producing Rhyme 6% no result 82% becoming aware; 3% exploring; 4% making connections; 5% applying

Identify first sounds 6% no result; 80% becoming aware; 5% exploring; 3% making connections; 6% applying

Numerous staff attended a conference sponsored by Reggio Association on community and families and documentation. Those attending were able to engage in critical reflective dialogue with colleagues from other sites. In turn this along with staff's readings and discussions has led to significant changes in our documentation and how we share children's learning with our families and community. Learning is visibly displayed in the journals, floorbooks, individual portfolios, newsletters and noticeboards not only for families but allowing children to contribute and access themselves. This has been a progression and will continue to grow as we involve parents comments and reflections in our documentation. The use of the environment as the third educator along with documentation was shared with our co partnership and a large delegation from Laos.

The site was privileged to be part of Bridging Stem project with PGR-7 which too involved working with Professor Nicola Yelland as part of a research project. Likewise, there was critical reflection on the children's inquiries which were documented in a variety of ways. Nicola has used our documentation as part of her global presentations. 2019 we will extend our planning and documenting processes as we continue challenge ourselves.

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2016	112	112	113	118
2017	113	115	114	112
2018	110	112	117	113
2019	106	118	115	

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

Whilst we were at capacity prior to finishing 2018, numerous families moved over the holidays or situations changed.

However, enrolments increased during the year with an approved exemption which allowed for this. Our highest enrolment was 118 in term 2. XXXXX children commenced at Holy Family term 3 onwards.

Currently 8 children enrolled are Aboriginal with 5 children commencing schools and 3 children continuing next year. Other Aboriginal children will be commencing 2020.

Our CALD enrolments have been approximately 70% and a number of bilingual staff employed to support these children and their families.

Enrolments are almost at capacity for the commencement of 2020..

Attendance

Year	Term 1	Term 2	Term 3	Term 4
2016 centre	84.0%	85.8%	84.8%	86.2%
2017 centre	85.3%	84.2%	85.7%	84.8%
2018 centre	87.9%	84.8%	77.1%	79.3%
2019 centre	82.7%	81.6%	82.0%	
2016 state	91.1%	89.0%	87.2%	87.5%
2017 state	90.5%	88.2%	85.9%	87.2%
2018 state	90.7%	88.3%	87.0%	87.2%
2019 state	90.3%	87.4%	85.8%	

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

Our attendance has been lower in term 1 and 2 but improved in term 3 to 82% but was still below the state average of 85.8%.

The children attend for 2 full days so if ill or on holidays this impacts upon the data.

Families are contacted weekly if there are any unknown absences. Often there are blocks of regular attendance, tapers off and then re-engage. Likewise we have children and families visiting their home countries for extended periods of time especially term 1 and 4.

Destination schools

Feeder Schools (Site number - Name)	2016	2017	2018	2019
8424 - Bethany Christian School Inc	3.0%	0.0%	0.0%	0.0%
9155 - Garden College	0.0%	5.0%	6.0%	3.3%
8399 - Holy Family Catholic School	15.0%	8.0%	8.0%	5.0%
1135 - Karrendi Primary School	7.0%	5.0%	4.0%	6.7%
987 - Mawson Lakes School	3.0%	0.0%	0.0%	0.0%
537 - Parafield Gardens R-7 School	60.0%	68.0%	58.0%	73.3%
9116 - St Paul Lutheran School	0.0%	5.0%	0.0%	0.0%
1777 - The Pines School	0.0%	0.0%	0.0%	3.3%

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.

Source: Data Source: Site Performance Reporting System (SPER), Term 3 2019 collection.

Destination schools comment

Since the Data Collection period a number of families have changed their minds where their child will commence school 2020.

Attending Department of Education schools is 86% of the children commencing school 2020 and 14% to non-government schools. There has been an increase of 11% to government schooling. Three children will be attending Department of Education special school / class.

Children were enrolled across 8 Department of Education schools, mainly Parafield Gardens R-7 followed by Karrendi and The Pines which are all in Parafield Gardens

Client opinion summary

Parafield Gardens Children's Centre Survey used the 7 quality areas of NQS as a guide with 33% of families providing feedback. The overall survey was very positive with the majority of responses being strongly agree or agree.

Quality area 1: Educational program with 94% responding their child receives high quality teaching, 5% neutral. 97% strongly and agreed their child was learning new skills, 92% were informed about the program and it was responsive to their child's needs with extra comments about the nature program and excursions.

Q A 2: Health and Safety with 97% strongly or agreeing physical activity is promoted and effective practices are promoted and implemented. 3% were neutral about their child feels safe, supported in learning. Comments were very positive - a nice clean, promotes belonging for the children.

Q A 3: Physical Environment with 94% strongly or agreeing that that children are supported show respect and be environmentally responsible. 6% were neutral about the environments being safe, challenging and whether natural materials were promoted.

Q A 4: Staff with 97% strongly or agreeing that are very professional and ethical, staff friendly and welcoming and enthusiastic in their teaching ensuring the learning is interesting and enjoyable for the children.

Q A 5: Relationships with children, 97% feeling that their child felt confident, secure and children from all backgrounds, cultures are treated fairly at the Centre.

Q A 6: Relationships with families and community, 100% felt welcome, 97% could discuss their child and 11% neutral about being involved in extra services and program

Q A 7: Leadership & management 94% strongly or agreeing in confidence how the Centre is managed, effective leadership & events well organised, 6% neutral.

The information will be used as part of continuous improvement for the Centre

Relevant history screening

An electronic record is kept at the Centre of staff, relief staff, volunteers, 3rd party providers and students which states their role and expiry date.

This is continually updated and forms copied as part of the induction process.

The Centre is registered and the staff now use the on line screening process with DCSI.

Financial statement

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

2019 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2019 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		
Improved ECD and parenting outcomes (children's centres only)		
Improved outcomes for children with disabilities	30 children were identified with special rights. Only several received services from outside agencies. We supported parents to navigate NDIS working closely with Kudos . 9 children received high IESP - 8 plus hours others less. Educators trained and used PODDS to help numerous children to develop communication skills.	All children made significant progress in separation, developing more independence, interactions to engage in the program with support
Improved outcomes for non-English speaking children who received bilingual support	70 % of the children are identified as being Culturally and Linguistically diverse. 12 languages were supported with the bilingual program which employed 7 staff across the year with 420 hours of support. To support families with interpreting, information sharing, to support greater understanding of the child and their	Children gained confidence, conversed in their home language, supported to and further acquire English building an understanding.

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