



# Woodcroft Heights Children's Centre

## 2020 annual report to the community

Woodcroft Heights Children's Centre Number: 3625

Partnership: Panalatinga

Signature

Preschool director:

Ms Marian Nayda

Governing council chair:

Rebecca Dermont

Date of endorsement:

29 January 2021



Government  
of South Australia  
Department for Education

## Context and highlights

2020 was a year of many challenges brought about by the ever changing COVID-19 environment. Staff adopted a very flexible approach to supporting children's learning and development within the context of our integrated service delivery model of diverse programs and support services for children, families and the broader community. All staff worked conscientiously to maintain a focus on children's learning and wellbeing and to provide support services for families using a range of resources and strategies not previously utilised in regular day to day practice. Online preschool and Occasional Care programs were implemented during the year, 'take home' resources (including basic stationery) were provided for all preschool children, and connection with parents was achieved using 'video conferencing' platforms, email and telephone contact when face to face contact was not possible. A focus on professional learning to promote staff confidence and skills in implementing high quality literacy and numeracy learning experiences was a highlight during the year. Our education team engaged in a professional learning session in March focussed on Children as Writers and took part in two full day professional learning days focussed on supporting children's numeracy development. Preschool and Occasional Care children engaged positively in experiences offered and demonstrated growth in their learning. Our close liaison with Woodcroft Primary School, whilst curtailed in 2020, was a significant feature of our centre operations. Children continued to engage with the online 'ELLA' program and often demonstrated their learning using Japanese language in day to day interactions. Our Occasional Care program continued to be in high demand and ran alongside of our preschool program. Our Children's Centre Speech Pathologist and Occupational Therapist offered some face to face programs and offered some sessions and support via video and telephone conferencing, often working from home. The Family Practitioner continued to work under the strategic directions of the Department of Human Services, working from within the centre and from her home base during the year.

## Governing council report

2020 was a year of uncertainty and continuously changing situations for our Governing Council and local community more broadly due to the COVID-19 health risks which we first encountered in mid term 1 and which continued throughout the year. Despite the challenges we faced, an enthusiastic group and committed members of our community met on many occasions as a Council to attend to formal business items (eg curriculum and financial reports).

Whilst it was difficult to bring the community together for many celebrations enjoyed in the past, the Governing Council oversaw a number of successful events.

During the year we participated in experiences which raised funds to support our broader community. These included Pancake Day (Uniting Care), Funky Hair Day (Leukaemia Foundation), Footy Colours Day (Fight Cancer Foundation). We also recognised the diversity in our community by celebrating Harmony Day.

Despite the difficulties we faced a number of successful fundraising events allowed us to purchase resources, including toys, outdoor equipment and books for the children to enjoy. Families participated in our regular 'Book Club' promotion. Our Kytons bakery drives were enjoyed by families and were well supported.

I wish the Governing Council 2021 all the very best and trust that with the roll out of COVID-19 vaccines there will be renewed opportunities to hold many of the face to face community events that have been an important part of the fabric of the Woodcroft Heights community in the past but were difficult to offer in 2020.

Rebecca Dermont  
Chairperson 2020

## Improvement planning - review and evaluate

NQS QA1 Educational Program and Practice (Intentional teaching, responsive teaching and scaffolding, assessment and planning and critical reflection)

QA6 Collaborative partnerships with families and communities (engagement with the service)

GOAL 1: To support children's increased capacity to understand and use complex vocabulary

Challenge of Practice: If educators provide language rich environments which foster reading and writing, we will see children comprehending and using increasingly complex vocabulary.

During 2020 children engaged productively in both the online and face to face environment in experiences planned around set texts. All members of the education team participated in professional learning facilitated by Amanda Bertram to support children as writers. New understandings gained were used throughout the year to support children as 'authors'. Children responded positively to these experiences and enjoyed 'creative writing' activities and sharing their texts with others. Whilst face to face connection with families was limited in 2020, families did spend time discussing and recording children's responses to key centre events. Staff worked as a team to monitor children's growth in language and literacy knowledge, with a focus on comprehension and use of complex vocabulary, using the 'Panalatinga Partnership' tool. Children demonstrated significant growth as a cohort and as individuals over the course of the year.

GOAL 2: To support children's increased capacity to understand and use numeracy concepts in increasingly complex play

Challenge of Practice: If educators ask increasingly complex questions, then children will demonstrate skills and understandings in number.

NQS QA1 Educational Program and Practice

QA6 Collaborative partnerships with families and communities (access, participation and engagement)

QA7: Governance and Leadership (Educational Leadership)

In 2020, Lisa-Jane O'Connor was invited to facilitate professional learning for the staff team to promote growth in children's numeracy, through targeted questioning in play situations. The major improvement focus was on development of understandings in 'Number'. Staff engaged enthusiastically in professional learning and used their new knowledge and skills to plan targeted experiences and to ask focused questions that promoted children's growth in day to day curriculum experiences. Children responded well, displayed significant interest and development of knowledge, skills and vocabulary as numeracy concepts were presented. Families connected with concepts presented through recording children's learning on 'take home' sheets. The staff team worked collaboratively to monitor and record children's growth in numeracy knowledge and skills, focusing on 'Number' with growth noted for individual children and the group as a cohort.

NQS Responsibilities

1. Update program display processes in preschool and Occasional Care. Display processes for the weekly program were updated for the preschool and Occasional Care programs. Effectiveness of the display will be monitored in 2021.

ELLA apps will be introduced and utilised in an integrated manner to promote Japanese language learning. The ELLA program promoted frequent spontaneous use of Japanese language.

Continue to build and strengthen continuity of learning for children moving from preschool to school and O/C to preschool. Strong connections were maintained between Occasional Care and preschool. Whilst COVID-19 limited face to face interactions with schooling sector staff, connections still promoted continuity of learning.

Plan, implement and evaluate a range of services for families to promote healthy learning and development of their children. A mix of programs was successfully implemented.

## Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2017	107	106	100	101
2018	81	82	83	85
2019	98	102	99	95
2020	95	96	96	95

NOTE: The data is based on person counts in the two week reference period each term. Excludes pre-entry.  
Data Source: Preschool Data Collection, Data Reporting and Analytics directorate.  
Term 2 2020 data may not be available for all preschools.

## Enrolment comment

Enrolment numbers in 2020 were similar to those of recent years. Enrolments, whilst marginally lower in 2020 than in 2019 and 2017, they were slightly higher than those recorded in 2018. Enrolment numbers reflect the general demographic of the Woodcroft Community, confidence in the program offered, familiarity of families with the centre as a product of other services attended (eg Occasional Care, family and community programs) and proximity to other services utilised by families (eg Child Care). A lower than normal number of preschool children across the state is expected to impact the number of enrolments at the centre in 2021.

## Attendance

	Term 1	Term 2	Term 3	Term 4
2017 centre	90.3%	89.7%	75.8%	86.8%
2018 centre	89.2%	91.0%	89.1%	89.0%
2019 centre	95.3%	88.5%	88.8%	84.0%
2020 centre	91.9%	82.3%	88.1%	82.2%
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%	86.4%
2020 state	89.3%	82.0%	84.8%	85.9%

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.

\*Note: Term 2 2020 data may not be available for all preschools.

## Attendance comment

Preschool attendance recorded during formal data collection weeks in 2020 was similar to that recorded in recent years. Attendance data was marginally above the state average. This data suggests that, despite the challenges posed by COVID-19 during the year, parents value attendance at preschool and that our session structure continues to be relevant to the needs of families. Attendance will continue to be monitored in 2021 and trends noted.

## Destination schools

Feeder Schools (Site number - Name)	2017	2018	2019	2020
9755 - Emmaus Catholic School	10.0%	9.0%	7.1%	10.8%
8390 - Prescott College Southern	7.0%	9.0%	9.4%	5.4%
1776 - Woodcroft Primary School	71.0%	69.0%	75.3%	72.0%

NOTE: The data is collected in Term3. 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.

Data Source: Site Performance Reporting System (SPER), Term3 2020 collection.

## Destination schools comment

Data captured in this report, records 3 schools where children were enrolled for 2021, however as in recent years, parents enrolled their children to commence in approximately 14 different schools across the public, Catholic and Independent sectors. The marginal decrease in families enrolling in our main feeder primary school seen in recent years, continued in 2020.

Many families continued a trend noted in recent years and made changes to their plans for school enrolment as the year progressed.

## Client opinion summary

Year	Quality of Teaching & Learning Decision Making	Support of Learning	Relationships & Communication	Leadership & Decision Making
2018	4.38	4.33	4.35	4.05
2019	4.35	4.35	4.35	4.03
2020	4.59	4.46	4.37	4.04

### ANALYSIS OF DATA

Data collected in the Parent Opinion survey shows high levels of satisfaction in all areas of the centre operations, a pleasing result when taking into account the challenges of offering quality curriculum and maintaining relationships with families in a COVID-19 environment. An in-depth analysis of all questions reveals that families believe that their child was happy at preschool and the teachers really wanted to help their child learn. Parents believed the preschool had an excellent learning environment that was safe and secure and that they felt welcome. Areas for further exploration in 2021 include the involvement of parents in the development of preschool plans and decision making, aspects of centre operations that were challenging in 2020

## Relevant history screening

Department for Education Relevant History Screening requirements were followed throughout 2020. All staff have current relevant history screenings with evidence maintained at the site and on the Department Eduportal. Shared use agreements were developed for community groups which recorded requirements for relevant history screenings. Copies of screenings are kept at the site for relevant community members, volunteers, visiting staff and students. Photographic ID is sited from government employees on their first visit to the centre.

## Financial statement

Funding Source	Amount
Grants: State	\$838,816
Grants: Commonwealth	\$0
Parent Contributions	\$43,549
Other	\$9,042

## 2020 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2020 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	A focus on play-based learning design (both face to face and online in 2020) to stretch, challenge and build vocabulary, collaborative moderation of children's achievements and use of data once again underpinned educators' work in 2020. Professional learning successfully supported improved practice.	Focused Numeracy and Literacy experiences were offered with children engaging. Data collection showed children's growth in knowledge.
Improved ECD and parenting outcomes (children's centres only)	Whilst COVID-19 interrupted family programs, parents were assisted to build understandings of child development and strategies to intervene when needed via a range of strategies. The work of the Family Practitioner, employed through DHS focused strongly on supporting at risk children and families.	Connection with and feedback from parents about services and programs offered was positive.
Inclusive Education Support Program	Targeted intervention strategies, underpinned by the IESP centre grant, were used to support children with disabilities, developmental delays and family challenges. Our education staff team together with DFE regional team and other external professionals worked to maximize children's engagement and access to learning	All children who required targeted intervention made gains in their learning and transitioned to appropriate formal schooling.
Improved outcomes for non-English speaking children who received bilingual support	A range of targeted strategies (face to face discussions, written information provided to families) support from local families) were used to support children with limited knowledge of English. Strategies including use of visual prompts and relevant key words were used within the regular program to support children.	All children who began the year with limited English language made good gains in their capabilities to understand and use English.

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