



Elizabeth Grove Children's Centre

2020 annual report to the community

Elizabeth Grove Children's Centre Number: 2614

Partnership: Elizabeth

Signature

Preschool director:

Ms Jenny Fox

Governing council chair:

Steven Ward

Date of endorsement:

4 March 2021



Government
of South Australia
Department for Education

Context and highlights

The Elizabeth Grove Children's Centre is part of the Elizabeth Grove Community Campus. Other services on the campus are the Elizabeth Grove Primary School and Out of School Hours Care, Child and Family Health Services (CAFHS birth-3 years) and the Smith Family. The centre is part of the Department for Education Elizabeth Partnership which includes other local preschools and schools. The learning, care and activities at the centre are closely aligned to the Early Years Learning Framework and the centre values are Respect, Wellbeing and Excellence. In 2020 the centre offered preschool, occasional care, family support, early intervention referrals, play therapy, playgroups and a Dad's Group (father-child). There is a focus on building strong connections with families and the community and achieving positive outcomes for children and families within their cultural context. There is a priority around children's learning, wellbeing and development. The Community Development Program supports local families in a range of ways. The centre works with different departments and agencies including Novita, Green Hill Living, CAFHS, CFARN, Learning Together (Dept for Education) and the Women's and Children's Hospital.

Highlights in 2021 included the commencement of the Dad's Group for father and child, the partnership with Books in Homes and Literacy Australia as part of the Family Literacy Program, the Playford Library book borrowing program, the partnership with Vejitos Car Club and Victory Church in providing practical support to families in need, the re-commencement of the Learning Together playgroup at the centre (previously at the campus school) and the Music Playgroup. Monty Prior provided an Aboriginal focus for the centre with his visit to introduce Aboriginal culture and this was an ongoing priority. Another highlight during COVID was the change to home learning for many children. This provided new resources to families and hands-on time for families to engage in learning experiences at home with educator support where necessary. All community and family groups were limited in participation due to COVID. A kitchen replacement and extension was part of a long term plan to refurbish the building and provided much needed space for cooking activities to support children and parent groups. The end of year Christmas event was adapted due to COVID but received positive feedback from families and enabled the children to participate in their special graduation event. The Green Hill Living sustainability program was ongoing and provided children with the tools to develop the vegetable garden and learn about sustainable practices.

Governing council report

2020 was a successful year but one where there were many changes due to COVID. Staff informed Governing Council and parents regarding all COVID changes and this resulted in an organised transition in relation to any adaptations needed. The Home Literacy Program was well used during the peak of COVID when the home learning was taking place, and parents said they appreciated the resources that were provided to them to work with their children at home. The Governing Council had to change the frequency and way of meeting in 2020 due to COVID and although there were a few face to face meetings, there were also online meetings via email. Combining the AGM with the child-parent Teddy Bear's Picnic was a great way to have positive support for the AGM. Our end of year Christmas and Graduation Event was well attended although it had to be adapted due to COVID restrictions.

The Governing Council supported the centre in 2020 in decisions to purchase many new resources to support the children's learning and also by reviewing some important policies. It was difficult to review all the planned policies for 2021 due to COVID restrictions, but this will continue in 2021. The vegetable garden was a highlight for the children at the centre and a way to connect with the parents who enjoyed hearing about the produce being harvested from time to time and having food taken home.

The Governing Council were kept up to date with children's learning, staffing and other important matters as they arose, even though meetings were different to other years. Playgroups provided a great opportunity for the families in the community to join in centre activities where they could. The Dad's Group was a new novel approach to supporting fathers with their children, but was limited in meetings due to COVID. The Governing Council was a great way for parents to be involved and I would highly recommend other families consider being a part of it in 2021.
Steven Ward (Chairperson)

Improvement planning - review and evaluate

Based on evidence collected, the priority for the preschool quality improvement plan (PQIP) was around developing children's oral language skills through vocabulary development in the context of conversations. There was a strong focus on staff changing their educational practice and being critically reflective in their practice to better support children's learning and ensure learning growth for each child. This was around self-analysing practises and the way each staff member interacted with children, built relationships with children and focussed on targeted teaching and learning. The shift was around 'every moment counts' when interacting with a child. The vocabulary priority shifted to home learning during COVID. This Home Literacy Program was a strong focus in supporting families to keep the PQIP priority at the forefront. The focus on specific areas of oral language therefore continued from a distance through engaging parents. During the year, the staff developed new resources to gather evidence on children's learning. They then collected and analysed evidence of learning on each child's vocabulary, used this to plan for improvement and developed further tools to support the process. There were adaptations along the way but the end result was there was clear evidence of learning growth and evidence of educator change of practice. The partnership with Books in Homes and Literacy Australia greatly supported this process and success of the PQIP goal, and allowed the centre to provide much needed resources for many families. Reading to children is a high priority in terms of developing oral language and this meant all families had the opportunity to broaden their home literacy practices. The resources purchased within the centre in 2020 were linked to the oral language goal in the PQIP. The goals around the NQS in the PQIP in 2020 were put on hold due to COVID restrictions.

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2017	22	33	32	33
2018	33	36	37	36
2019	31	37	35	36
2020	34	N/A	30	35

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

Enrolments took time to build at the start of the year but gradually increased. Enrolments declined slightly due to COVID and some families transitioned mid-year to a local private school offering a mid-year intake. Term 2 data is not available (COVID) and parents made varied choices about enrolment or attendance during the peak of COVID. By term 4 enrolments were steady and some new families enrolled during the year. In 2021 there should be more advertising/external promotion of the preschool, occasional care, family supports and parenting groups and also an assessment of children not attending any preschool in the Elizabeth Grove locality. It is also important to continue to ensure attendance patterns offered meet family needs. During 2020 the centre was very flexible in the enrolment patterns offered to support individual families.

Attendance

	Term 1	Term 2	Term 3	Term 4
2017 centre	91.5%	81.6%	78.0%	74.5%
2018 centre	87.0%	83.7%	82.1%	90.6%
2019 centre	78.7%	76.7%	77.4%	80.9%
2020 centre	74.5%	N/A	77.2%	68%
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

There were several families who chose to keep children home on many occasions even after COVID. Some children had irregular attendance either through illness or reasons not disclosed by the family. The booking patterns were changed to support families to bring their child to preschool, with a lot of flexibility provided by the centre to support this issue. More information should be sought about why parents are not sending children esp. given the positive comments in the parent survey and verbally by parents, if this is a continuing pattern in 2021.

Destination schools

Feeder Schools (Site number - Name)	2017	2018	2019	2020
897 - Elizabeth Grove Primary School	86.0%	91.0%	87.0%	92.3%
688 - Elizabeth South Primary School	0.0%	0.0%	0.0%	3.9%
9023 - St Thomas More School	0.0%	4.0%	0.0%	3.9%

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

The largest cohort of children transitioned to Elizabeth Grove Primary School in 2021. There was a slightly increased shift to St Mary Magdalene's School in 2020 and this school offered a mid year intake with minimal fees. At the end of the year there was a slight increase in numbers transitioning to schools other than the campus school. A few of these were due to parents relocating. A large cohort still choose the home school of Elizabeth Grove Primary School. Destination schools included St Mary Magdalene's Primary, Hope Christian College, Elizabeth South Primary School and St Thomas Moore Primary School.

Client opinion summary

The survey was given to preschool and occasional care families. They were satisfied with the services overall. Parents noted they felt their children were safe, secure and supported. They were familiar with the learning environment despite COVID restrictions and were happy with the manner in which the centre managed the COVID changes. They felt they had enough information provided and this was probably helped by the strong Facebook presence and texting service. Friendly staff continues to be a highlight of the centre and demonstrates the importance of educators ensuring parents feel comfortable at the centre. Parents felt the learning program supported their child's needs. Parents were satisfied with the way staff talked about their children although it was adapted to suit COVID and this was probably because educators changed to phone calls with families during the year and also had more extensive informal conversations as needed. Governing Council were happy with the changes that were made to meetings due to COVID, but preferred to meet in person which was again reintroduced toward the end of the year. There were no specific suggestions for the centre to improve in 2021 but parents were keen to have more online information that connected to what they could do with their children at home as a follow up to the Learning at Home program. Although this was not stated in the survey, parents expressed this at other times. Parents who were part of parenting groups such as the Dad's Group and playgroups were very happy with their involvement for the time they were able to do this, given COVID restrictions, and they were also satisfied with the centre offering courses such as Circle of Security. All survey responses were in the 'strongly agree' or 'agree' sections and there were no comments of parents being dissatisfied. The centre needs to look at ways to obtain a larger cohort of people participating in the survey which should include verbal and written feedback opportunities and an interpreter service.

Relevant history screening

All regular staff, relief staff, Department for Education visiting staff, contractors and those who were engaged in specific parenting groups had a clearance to work with children either through the DCSI clearance or the new Working with Children clearance.

Financial statement

Funding Source	Amount
Grants: State	\$566,211
Grants: Commonwealth	\$0
Parent Contributions	\$12,446
Other	\$2,470

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	Literacy outcome - funding used to achieve PQJP literacy outcomes. To achieve PQJP goal, resources were purchased for the book based program through the Books in Homes program and targeted play equipment was purchased. Numeracy- purchase of natural materials to focus on enquiry and provocations.	Data demonstrated all children's improvement in targeted areas of oral language and numeracy.
Improved ECD and parenting outcomes (children's centres only)	Parent outcomes -funding was used to provide a book based program and numeracy resources that connected with home literacy to build parent capacity in using books and resources in different ways with children.	Many parents engaged in home literacy and numeracy activities provided by the centre which linked with centre priorities.
Inclusive Education Support Program	Funding was used to provide targeted materials to children with additional needs that supported their Negotiated Education Plans and Individual Learning Plans.	The resources and targeted teaching resulted in children with additional needs demonstrating progress against the individual goals.
Improved outcomes for non-English speaking children who received bilingual support	The resources were used to provide parents of children from NES backgrounds with relevant explicit materials to use with children at home, to focus on using vocabulary and understanding quantity in their home language and English.	Parents were actively involved in the program and children demonstrated progress evidenced through data.

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