



# Parks Children's Centre

## 2020 annual report to the community

Parks Children's Centre Number: 5380

Partnership: Inner West

Signature

Preschool director:

Mrs Dianne Krieg

Governing council chair:

Simon Wotton

Date of endorsement:

16 February 2021



Government  
of South Australia

Department for Education

## Context and highlights

The Parks Children's Centre is a multicultural community located 12 kms from Adelaide CBD. The Parks Children's Centre offered the following programs during 2020: Preschool - full-time program and Inclusive Preschool Program (IPP) Occasional Care - 3 under 2 years old sessions and 5 over 2 years old sessions Playgroups: Friday universal playgroup, Toddler playgroup and 2021 Preschool playgroup. Support for Families and Parent Workshops- English lessons and Sing and Grow Our staff comprises of: Director, 3 Teachers and 5 Early Childhood Workers, Family Practitioner, Community Development Coordinator, Administration, Occupational Therapist and Speech Therapist. Within our preschool program 60% of children had English as an additional language, 20% of children required a high level of support for their learning and 8% of children required support for their speech or language over the year and 12% of are children were Aboriginal learners. 2020 proved to be a challenging year and a number of our playgroups were shortened or placed on hold until 2021. One such group was a parenting group called, My Child and Me. We provided home learning for the preschool children for several weeks during a COVID 19 outbreak, delivering home learning packs to support the learning. Food parcels were also delivered to those families in need. Once we were open again we provided foodbank items of fresh fruit and vegetables, bread and tinned items each week to the community. Our community program - Paint the Parks and Gardens REaD supported the community with monthly messages, on-line stories and activities and one community event. The 4th book aimed at supporting children aged 0-2 years was published and given out to the community in October. We partnered with The Parks Library to film the reading of the 4 Parker books, which can be accessed by families on their web site. We read the books in English, Vietnamese and Tamil. We look forward to getting Parker out and about in the community more in 2021.

## Governing council report

It has been my honour to sit on the governing council this year for The Parks Children Centre. Although my children no longer attend, I was more than happy to continue on as part of the committee, in the role of Chairperson.

As we know, 2020 was a very challenging year for all of us, We are very proud of the Staff at Parks Kindy, who have done an outstanding job to not only keep their doors open, but to also encourage community involvement and participation.

Upon returning to work after covid lockdown, increased cleaning was added to the budget and the commitment from staff to encourage good hygiene practices amongst the children has been exemplary.

Our numbers for playgroups were down this year, as families were being cautious, which is understandable given the circumstances.

We held most of our committee meetings in 2020 via zoom, allowing all committee members to be present this way. Some excursions were cancelled due to covid restrictions.'

We were fortunate enough to receive upgrades to bathrooms, kitchen and aircon units for the directors new office during closure. This was conveniently undertaken before doors reopened to the public after lockdown.

We added a welcome to country acknowledgement on our front window and out in the garden. We encourage the community to read the acknowledgement with their children and educate them on the meaning of and importance of, this acknowledgement of our First Nation people.

Our English lessons became available for both men and women, in a bid to encourage more involvement from the community.

We incorporated a healthy eating program, in line with the Right Bite Healthy Food and Drink Supply strategy. As part of this program, Staff at the centre model and encourage healthy eating habits and encourage parents and caregivers to supply healthy food that align with the Right Bite Strategy.

The Community Garden initiative received several boosts towards the project, in the form of government grants, volunteers offering their assistance, as well as a bee keeper who has come onboard to install and maintain a bee hive for us onsite.

Construction will commence soon for the fencing and pathways. Irrigation will also be added during these early stages.

We had to cancel celebrations for Parkers Birthday, however, we were fortunate enough to have still hold our end of year disco at The Parks Theatre, where we encouraged "social distance dancing". Parker made an appearance from behind some bunting, so as to discourage the children from crowding around Parker.

Seeing the community rally together in the wake of the covid lockdown in 2020 has been amazing.

# Improvement planning - review and evaluate

Our major goal for 2020 was: "Extend and stretch children's thinking and reasoning skills so they become a confident and curious learner." Educators were able to assess children's learning through pedagogical documentation, observations, photos and work samples. Educator's learning and reflection led to the following outcomes for children:

Children's engagement and learning increased ( as observed using the RRR scale)  
 Children built on their own knowledge when working with others. ( the influence of peers and their learning)  
 Children demonstrated (verbal and non verbal) their working theories and ideas "Both boys are now engaging in their own theorising about what to build, how to make it, how to protect it, when creations are likely to be threatened. They are hypothesising in ways that were either not occurring or not evident to the onlooker until recently." (non verbal learners) , "14th again I was 14th yesterday."  
 Children asked more questions and co-constructed learning. "how did they build it?" (lead to an enquiry project)  
 Children re-visited learning multiple times and for long periods of time. ( learning went for a period of 5-9 weeks)  
 Children hypothesised and tested their ideas eg " my bucket will be heavy to move with the pulley because it is full ."  
 Children articulated their ideas to peers and educators. "we need something big to make a roof. A triangle."  
 Children reflected on their learning weeks later remembering their ideas demonstrating deep understanding and confidence of their thinking.

We used the following strategies to improve educators knowledge, which led to a change in practice and the above outcomes for children:

Maintaining a positive team culture, where educators could take risks, share and reflect on their work in a supportive environment.  
 Professional learning with Alma Fleet and Anthony Semann, on pedagogical documentation, using research and readings.  
 Analysing pieces of pedagogical documentation together, using reflective practice and cognitive development theories.  
 Dedicated learning time and space where we prioritised learning for Educators.

We will continue our learning in pedagogical documentation and use this to analyse children's learning with our new goal being: "To improve children's ability to convey meaning through purposeful drawing and mark making."

## Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2017	50	60	57	56
2018	47	49	48	45
2019	55	55	51	48
2020	57	N/A	46	44

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

We had 44 children enrolled in their eligible year in term 4.  
 We also had 11 children enrolled for early entry.  
 Preschool enrolments remain steady over the past 4 years with some variation in the second half of the year if children start private school in term 3.

## Attendance

	Term 1	Term 2	Term 3	Term 4
2017 centre	90.2%	91.2%	84.9%	89.8%
2018 centre	86.8%	88.6%	83.3%	78.2%
2019 centre	84.0%	66.9%	90.4%	70.2%
2020 centre	84.8%	N/A	74.6%	70%
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

Attendance was greatly effected this year with COVID 19 and immunisations. Not all children have their immunisations as a parent choice.

## Destination schools

Feeder Schools (Site number - Name)	2017	2018	2019	2020
9069 - Our Lady of Mount Carmel Parish Sch	0.0%	0.0%	0.0%	5.9%
337 - Pennington School R-7	2.0%	5.0%	0.0%	5.9%
9018 - St Margaret Mary's School	4.0%	5.0%	0.0%	5.9%
9042 - St Patrick's School	52.0%	50.0%	20.0%	32.4%
9089 - Whitefriars School	4.0%	10.0%	20.0%	11.8%
1904 - Woodville Gardens School B-7	14.0%	15.0%	0.0%	23.5%

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.

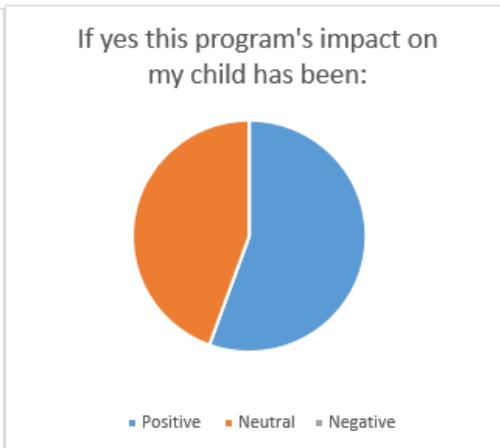
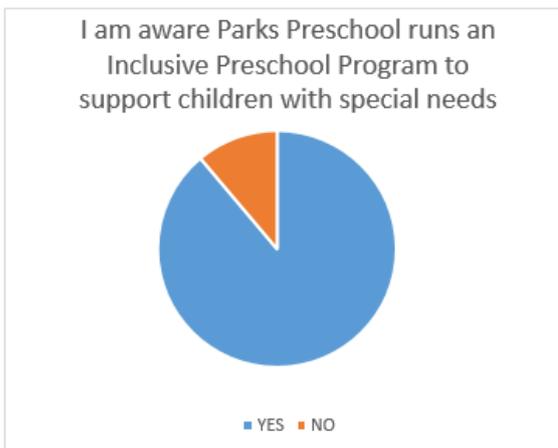
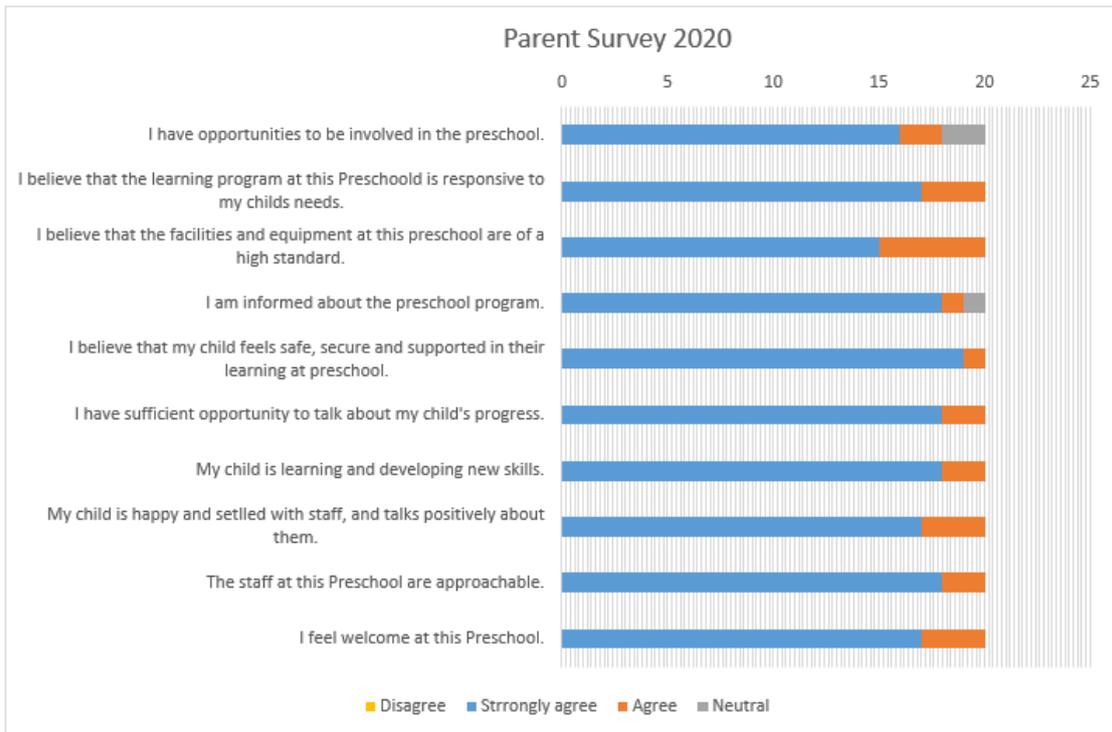
## Destination schools comment

The above table not truly represent the destination schools as when the data is collected many families have not yet decided on a school or are waiting for a special option pathway.

Are two largest destination schools are Woodville Gardens and St Patricks, with children going to 15 other primary schools both Government and Catholic.

# Client opinion summary

Our client opinion survey shows families are positive about the preschool program and can see their child is learning and developing new skills. We will work with the community at understanding the value of natural resources versus commercially produced resources.



## Relevant history screening

All staff have current relevant history screening.

## Financial statement

Funding Source	Amount
Grants: State	\$0
Grants: Commonwealth	\$0
Parent Contributions	\$9,255
Other	\$0

## 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	Teachers were released to track children's learning in numeracy and literacy and to discuss this with individual parents. Individualised learning plans and one plans were then developed. Early Childhood educators were supported to attend community events promoting early literacy skills.	Assessment for learning Improved literacy and language skills Improved numeracy skills and mathematical language.
Improved ECD and parenting outcomes (children's centres only)	Playgroups were supported by the occupational therapist and speech therapist to build parent capacity to support their child's learning at home. Children and families were supported with transitions. Adults were support to learn English	Parent capacity building Improved child/parent relationship Improved English skills for parents Well being and engagement
Inclusive Education Support Program	Funding was used to employ early childhood educators. These educators supported 3 children with speech delays, 5 children with language delays and 13 EAL learners. Another Early childhood educator was employed to support a child with diabetes to access the learning program while having his health needs met.	Inclusion and participation Developing English skills Developing speech and language skills
Improved outcomes for non-English speaking children who received bilingual support	We were able to employ a Vietnamese worker for 30 hours and a Tamil communicator for 30 hours in term 1. This enabled children to develop a sense of belonging, have their basic needs met as they developed their English skills. We were also better able to communicate with parents.	Sense of belonging Respect for cultural diversity Communication

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