



Parks Children's Centre

2022 annual report to the community

Parks Children's Centre Number: 5380

Partnership: Inner West

Signature

Children's centre director: Dianne Krieg

Governing council chair: Simon Wotton

Date of endorsement: 23 February 2023



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.

During 2022 we offered the following programs:

Preschool - full-time program and Inclusive Preschool Program (IPP)

Occasional Care - 3 under 2 year old sessions and 5 over 2 year old sessions.

Playgroups: Friday universal playgroup, Little Tots playgroup, First 12 months and Garden playgroup

Green Thumb Gatherings in the garden

Womens group

Cyber Safety Workshop

Fun with Food Workshop

Immunisations Clinics

Our staff in 2022 comprised of: Director, 5 Teachers and 5 Early Childhood Workers, Community Development Coordinator, Administration,

Occupational Therapist and Speech Therapist.

Within our preschool program 65% of children had English as an additional language, 30% of children required a high level of support for their learning and 20% of children required support for their speech or language over the year.

The preschool children enjoyed incursions from Bugs and Slugs, Farm animals, an excursion to Little Sprout at Botanical Gardens and for blue group an excursion to the zoo.

Our universal playgroups had steady attendance and our garden playgroup was introduced in term 1 and continued to grow over the year. CaFHS started to deliver their early parent group in our group room and we supported these families to continue attending our site by providing a baby friendly playgroup.

We provided food relief for families with Foodbank delivering fortnightly supplies of fresh fruit, and vegetable, bread and staple items.

Our Community program - Paint the Parks and Gardens REaD supported the community with monthly messages, visits from Parker, on-line stories and 2 community events. We printed and distributed to the community a new Parker book, called, "Parker goes to School."

Our Community Development Coordinator worked with other services and the community to establish a garden where community can gather, learn about plants and sustainability. This has been a fantastic adjunct to the learning program for adults and children. We have held playgroups, workshops and preschool children have visited this space often. We will continue to grow the use of the Garden area as a community hub of activities in 2023.

The Governing Council approved the expenditure of \$65000 to extend the outdoor learning area that is used by occasional care and playgroups. The work is to start mid December 2022 and we look forward to completion early 2023. The upgrades will provide additional storage, a large grass area, bike track and double swing.

2023 will also see the appointment of a new Director, Suzanne Dawson as I retire at the end of 2022.

I have had the privilege of being the Director here for 11 years and am very grateful for all the support of the children, community and staff.

Governing council report

I would like to start by thanking Dianne Kreig for her 11 years of service to The Parks Kindy and her contribution to our community's development during that time. Our children have benefited tremendously, from the experience and wisdom that Di has brought to the role of Director at The Parks Children's Centre. Many local projects and community agendas have flourished under her guidance, while a whole generation of children have received an amazing start to their schooling life under her wing. We thank Di for her dedication to developing young minds and the opportunities given to our children during her tenure as director at The Parks Children's Centre. We all hope she makes the most of her free time, enjoys her retirement years in good health and can spend many hours at her pottery wheel.

We wish to welcome Suzanne Dawson to our lovely little community and look forward to her guidance into a new era for Parks CC.

Our backyard is getting an expansion and makeover, as we continue to undertake renovations to our facilities through the Summer. The drop blinds were installed during the year and have made a great outdoor enclosed area, so children are able to continue their activities, even when the weather changes.

The Centre updated our Healthy Food Supply and Nutrition Policy, to model & encourage healthy eating behaviours among the students and to develop independence, during snack & lunch time. The wording was updated in sections of the policy to be consistent with Dietary Guidelines for Children and Adolescents in Australia.

Attendances have been affected by changes to enrolment criteria and an additional midyear intake for new students begins in 2023. Once our transition to the new system has been carried out over the next twelve months, we will have a better understanding of our enrolment numbers moving forward.

The Kindy's online presence has proven to be a great way to keep in touch with the community at large, while providing ongoing interaction with children who are unable to attend on any specific day, due to illness or personal situations.

Staff numbers have been steady, with some members of our team taking on more permanent positions in 2022 and we also welcomed back Kaity Francken from maternity leave. We feel our position within the community is strong, backed by the dedication of our staff to carry out our policies and provide the best experiences we can for our students.

The Parks Community Garden has grown and expanded into a thriving hub of activity, after our official opening in July. Many locals have volunteered to help, with the Green Thumbs Gathering group, meeting regularly to maintain the area and tend to the plants. Several local events have been hosted within The Garden, including our official opening of The Garden, Paint The Parks & Gardens REaD, as well as Dianne Kreig's Retirement Party. The space is quickly becoming a valuable asset to the community, as we hosted a stall in The Parks Library Makerspace Market in December, raising funds to continue with maintenance and expansion of The Community Garden.

It has been an honour to sit on the committee as Chairman in 2022, as we continue to work with families within our community, to deliver exceptional education and learning experiences for our children into 2023 and beyond.

Yours sincerely,
Simon Wotton
Governing Council Chairperson

Preschool quality improvement planning

Our goal in 2022 was "to improve children's ability to communicate their mathematical knowledge and thinking through mark making." We approached this by Educators developing their knowledge of mathematical vocabulary, developing and implementing our mark making agreement and delivering cycles of sprints to support mathematical concept learning. Educators continued to develop their skills in pedagogical documentation as a tool for self-reflection, planning and assessment for children's learning. Educators engaged in professional readings, workshops and partnership professional learning days. We developed a success criteria so we could look for evidence against our goal. Our criteria was broad so all children could experience success.

Here is our success criteria:

Children using representational drawing/making—look for spatial reasoning, use of shape and line (geometrical thinking)

Children using increasing accuracy in language to describe what they are doing. Understanding of the concept.

Children using numbers in different context (showing real-life understanding of use of number)

Children's skills that look quite splintered becoming more cohesive.

Children using multiple ways of communicating (verbal, non verbal, mark making)

Children's participating in mathematical based experiences with joy (increased confidence with mathematical content)

Children requesting games with mathematical skills.

Children drawing/mark making to record mathematical learning

Children writing numerals, letters or symbols to record mathematical learning.

By analysing our pedagogical documentation, data and observation we noticed the following success.

By the end of term 4:

- 81% children drawing their geometrical knowledge with accuracy and perspective
- 60% children describing their understanding with accuracy.
- 65% children showing a strong understanding of number.
- 88% children enjoying participating in mathematical activities.
- 90% children recording their mathematical learning
- 65% children writing numerals as a way of recording their knowledge.

It is important to look at these achievements as a package and to know the children. For example writing numerals is only a skill if done with purpose.

What factors have been critical for success?

- Setting up the groundwork for children to be able to learn – develop organisation skills, be able to regulate, build core strength,
 - develop fine motor skills, develop communication skills.
- Collaborative conversations – sharing of ped doc
- Targeted focus on the one area – sprints focused on a concept
- Professional Learning
- Learning accurate mathematics vocabulary
- Practice of the language
- Tracking of children's learning
- Educators looking for the thinking as opposed to skill
- Prompts, questions and provocations
- Taking mathematics to all area of the curriculum – inside and outside
- Small group work

What we need more:

- Practice using mathematical vocabulary and educators engaging in mathematical play with children
- More professional learning in mathematics and numeracy – focussing on mathematical vocabulary
- Greater use of tracking tools
- Building capacity and confidence of all educators
- Noticing children's learning and knowing how to stretch their thinking
- Balance of sprints

Based on our review of our goal in 2022 we have developed a new goal for 2023:

"To improve children's understanding of key mathematical concepts and use this knowledge in their play."

We will take the strategies we found most effective and use these to achieve our goal as well as continued learning for educators in number sense, measurement, spatial awareness and data.

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	55	55	51	58
2020	57	N/A	46	55
2021	46	48	45	45
2022	36	40	33	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.

Attendance

	Term 1	Term 2	Term 3	Term 4
2019 centre	84.0%	66.9%	90.4%	71.0%
2020 centre	84.8%		74.6%	76.3%
2021 centre	82.8%	82.6%	76.3%	69.3%
2022 centre	81.2%	75.0%	83.8%	69%
2019 state	90.8%	88.2%	86.8%	87.6%
2020 state	89.8%	83.6%	86.2%	87.2%
2021 state	88.6%	86.5%	88.6%	85.6%
2022 state	84.9%	79.8%	80.3%	77.5%

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 has been down this year due to many factors, such as illness, covid and other health conditions. We have a few families who have missed significant time at preschool, and we have been working with these families to encourage regular attendance.
We have referred families to other support agencies as required.

Destination schools

Feeder Schools (Site number - Name)	2020	2022
1904 - Woodville Gardens School Birth-6	23.5%	100.0%

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.
Data Source: Site Performance Reporting System (SPER), Term 3 2022 collection.

Destination schools comment

N/A

Family opinion survey summary

Our 2022 parent survey asked 10 questions to parents to help us review our year. Over 94% of families told us that their child was happy at preschool and that staff were approachable and welcoming. All parents felt their child felt safe and supported with their learning and they had sufficient time to discuss their child's development. We can see opportunities to involve parents more in cultural events, helping in preschool and being an active member on our Governing Council. We plan to use our Facebook platform more in 2023 to show children's learning and the wider opportunities available at Parks CC.

Relevant history screening

All staff and regular visiting therapists have current DCSI working with children checks.

Financial statement

Funding Source	Amount
Grants: State	\$802,730
Grants: Commonwealth	\$0
Parent Contributions	\$5,400
Other	\$29,997

2022 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2022 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	<p>Teachers were released to track children's numeracy and literacy skills, which in turn informed the learning curriculum. Teachers programmed numeracy and literacy sprints for improved outcomes for children.</p> <p>Teachers were released to develop individual learning goals and one plans in consultation with parents. Plans were reviewed as needed and summative reports and one plans passed on to children's 2023 school.</p> <p>Staff were supported to attend community literacy events to promote the importance of early literacy development of children and to translate documents and information for families.</p> <p>Staff were released to attend workshops.</p>	<p>Children are effective communicators</p> <p>Children are confident and involved learners.</p> <p>Children measure and compare their world.</p> <p>Children quantify their world.</p>
Inclusive Education Support Program	<p>The funding was used for additional staffing of 13 hours each week to support:</p> <ul style="list-style-type: none"> - children with speech programs - children with language programs - children to develop skills in English - support when transitioning children - support at meal times - support when interacting with others - support to regulate 	<p>Children made progress engaging and participating in learning opportunities.</p> <p>Children made progress with speech and language programs.</p> <p>Children made progress with transitions</p> <p>Children made progress with independence and interacting positively with others.</p>
Improved outcomes for non-English speaking children who received bilingual support	<p>We were able to employ a Vietnamese bilingual worker for 30 hours over term 1.</p> <p>The Vietnamese bilingual worker was able to support the Vietnamese children as they improved their English skills, support them to engage in the learning program and making sure their needs were met. She was also able to communicate the learning program to parents and communicate important information from the family to staff.</p>	<p>Children have a strong sense of well being</p> <p>Children have a strong sense of identity</p> <p>Children are effective communicators</p>

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

2022 Children's Centres for Early Childhood Development and Parenting annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2022 funding was used, and what programs were run, to improve the relevant department's standard of educational achievement outcomes (where applicable):*	Outcomes achieved or progress towards these outcomes:
Improved ECD and parenting outcomes	N/A	-
Children's Centres for Early Childhood Development and Parenting Grants	Our allied Health and Family and Community Grants were used to resource and staff our playgroups and parent workshops. Allied health funds were also used for professional development.	Children and families have a strong sense of connection and well-being. Parents have opportunity to increase their skills and capacity to support their child's learning.
Briefly describe or list the community programs offered in 2022 which had a focus on: <ul style="list-style-type: none"> • Playgroup • Parent support • Transition to and from preschool • Any new programs or services not previously offered. 	Friday Playgroup Little tots Playgroup Baby Playgroup Garden Playgroup Fun with food workshop Women's group	

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