



Roxby Downs Children's Centre

2020 annual report to the community

Roxby Downs Children's Centre Number: 6646

Partnership: Far North

Signature

Preschool director:

Mrs Brenda Murray

Governing council chair:

Kelly Thomson

Karina Fennell

Date of endorsement:

25 March 2021



Government
of South Australia

Department for Education

Context and highlights

The Children's Centre includes a 104 place long day care, the capacity to take 66 preschool enrolments per session and a 66 place Out of School Hours service (OSHC). The Children's Centre is located adjacent Roxby Downs Area School in the main street of Roxby Downs. In 2020 the kindergarten provided an education program to 84 children though this number dropped to 73 half way through the year with the mid year intake of Foundation students at St. Barbara's Parish School. Kindergarten sessions were provided over two full days (8:30-3.00pm), with children attending in 2 groups, Blue Group (Mon/Tues) and Red Group (Thur/Fri) and alternate half day Wednesdays (8:30-12.30pm). Our families were mainly 2 parent families working either in full or part time employment. The Roxby Downs region's major source of employment is BHP. There is a high level of transience as contracts are completed and families move on, often at short notice. Our community is diverse and includes a small cohort of Aboriginal and Torres Strait Islander families and families from culturally and linguistically diverse backgrounds. The kindergarten staff team included a director, four teachers and 4 early childhood educators.

COVID-19 has significant impact on many aspects of the Centre including staff retention and community programs and events. COVID restrictions meant family programs and planned events and non essential visitors had to be cancelled. A number of child care staff volunteered to reduce their hours because of the drop in enrolments and several educators left to become COVID cleaners at a much higher rate of pay. The difficulties faced with a lack of educators and the closure of the only other Child Care Centre in Roxby Downs (Early Learning) meant we could not accommodate the number of families requiring child care placements for their children.

Our Community Development Coordinator had a number of programs for families running throughout the year (COVID permitting) including Circle of Security and an Emotional Intelligence parenting group. The CAFHS nurse ran her clinic out of the Centre every Wednesday (except during COVID restrictions) and other specialists such as Speech Pathologists and Occupational Therapists also utilised the consulting rooms.

Governing council report

The start of 2020 was very positive with the commencement of a cook to provide meals for child care and the provision of nappies as part of the fee. The OWNA parent communication app was introduced and although there was some initial issues, on the whole it has been welcomed by parents.

However, COVID-19 had an impact on the Centre when several educators chose to leave to seek higher paid work as COVID cleaners. The Child Care Director, Jemma Chapman, resigned along with our long time Office Administrator, Nicole Price and this placed enormous pressure on the Children's Centre Director and other Office Administrator as they assumed those roles as well. We are very grateful to them for their hard work and effort which has enabled the Centre to continue to operate.

Unfortunately due to COVID-19 restrictions we were unable to hold any of the usual celebratory events at the Centre this year and family program delivery was restricted.

Despite the setbacks imposed as a result of COVID it was a very busy year and we thank all staff members, parents and children for their hard work and understanding as we strived to overcome the difficulties. We look forward with positivity to see what 2021 brings for the Roxby Downs Children's Centre.

Improvement planning - review and evaluate

Goal 1 - Develop children's number sense

Educators completed the Ann Baker online training "Preventing the numeracy gap" to gain an understanding of the 3 strands that make up early number sense: Subitizing, Counting and Number Recognition

Teachers were unable to hold a parent workshop to share information that will support parents to build quantification opportunities outside preschool due to COVID restrictions.

All educators provided quantifying activities and resources into daily curriculum and promoted subitising strategies.

Goal 2 - Develop children's listening and speaking skills

Teachers utilised the emergent literacy strategies from the book "ABC and beyond" by Elaine Weitzman and Janice Greenberg, with a focus on four of the six emergent literacy strands: conversation, vocabulary, language of learning and phonological awareness.

Teachers selected and pre-read books to identify Tier 2 words and promoted these words on a daily basis.

Teachers used nursery rhymes, songs and fingerplays on a daily basis to promote speaking and listening skills.

Goal 3 - Partnerships with parents - develop better communication and encourage more authentic parent involvement

The OWNA parent communication app was introduced and used as a method to share the learning of individuals and groups of children. Parents had the opportunity to attend 3 way meetings during Terms 1 and 3.

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2017	85	93	93	92
2018	93	93	87	84
2019	92	91	80	83
2020	79	84	73	68

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

Roxby Downs is a town of transience. A number of families left town without informing the kindergarten and several families were out of town due to leaving to have a baby or for holiday purposes. Due to the No Job, No Play requirements, 3 children had to leave the Centre for the remainder of their preschool year.

Attendance

	Term 1	Term 2	Term 3	Term 4
2017 centre	89.0%	91.0%	85.5%	89.3%
2018 centre	88.6%	87.8%	87.4%	89.3%
2019 centre	90.5%	86.1%	87.5%	89.6%
2020 centre	89.0%	84.0%	83.8%	67%
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

Several families had inconsistent attendances during Term 4, with some families leaving Roxby Downs and not informing us and other families out of town to have a baby or on holiday.

Destination schools

Feeder Schools (Site number - Name)	2017	2018	2019	2020
1817 - Roxby Downs Area School	86.0%	87.0%	78.9%	88.9%
8201 - St Barbara's Parish School	13.0%	10.0%	19.2%	11.1%

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 2020 collection.

Destination schools comment

The majority of our families enrol to attend Roxby Downs Area School and 11% enrol at the private Catholic school - St. Barbara's Parish School. Several families moved out of town either interstate or back to Adelaide - their last minute decisions and feeder schools were not captured in our data.

Client opinion summary

11 families out of a possible 68 responded to the parent opinion survey.

Overall parents were happy about the leadership and decision making, quality of teaching and learning, relationships and communication and support of learning. However some parents felt they didn't know much about their own child's individual learning and did not feel the level of communication of this was adequate, nor did they feel there were enough displays about children's learning.

Comments:

"When our daughter started we were a little nervous because she had not been in day care for a few years and had been disconnected socially in our previous residence. Her speech was also a concern for us and she was seeing a specialist. Since commencing at Roxby Downs Children's Centre the changes have been amazing and we are so proud of how much she has developed and become more confident and social."

"My child's educators are fantastic and she is always happy and smiling when I pick her up and likes to tell me about her day."

Relevant history screening

Criminal history screening has been carried out in compliance with the Department for Education's Employee History Screening for Leaders and Managers website. Monitoring of compliance is carried out by the Preschool Director.

Financial statement

Funding Source	Amount
Grants: State	\$723,620
Grants: Commonwealth	\$0
Parent Contributions	\$4,405
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	Aboriginal 3 year old family literacy funding has been used to provide added numeracy and literacy targeted support through funding extra human resource to spend time one-on-one and in small groups to facilitate learning. Many resources were purchased to support oral language and speech for all children.	Children's learning goals have been reached, improved literacy and numeracy outcomes were achieved
Improved ECD and parenting outcomes (children's centres only)	Circle of Security, Emotional Intelligence Parenting sessions and Playgroups were offered with a strong uptake and subsequent referrals to other parents to participate in future sessions. Parents have communicated their needs and future programs will be developed to accommodate these.	Feedback from attendees has been very positive with all stating the programs have assisted their parenting skills.
Inclusive Education Support Program	A total of 9 children were referred to Support Services with Preschool Support funding used to employ Early Childhood Educators to cover guardian educators to implement individual speech and language programs and support children's involvement in the program.	Improvements were achieved in relation to the individual children's learning plans and goals set by specialists
Improved outcomes for non-English speaking children who received bilingual support	N/A	N/A

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