



Seaton Children's Centre

2021 annual report to the community

Seaton Children's Centre Number: 5657

Partnership: Inner West

Signature

Children's centre director:

Kathy Heath

Governing council chair:

Shareena White

Date of endorsement:

18 March 2022



Government
of South Australia

Department for Education

Context and highlights

Seaton Children's Centre is located in the western suburbs of Adelaide and is a Category 1 site. In 2021 the staff team was able to offer continuity for children and families as it remained the same. The team consisted of a Director (1.0 FTE), two teachers (both 1.0 FTE) and 2 ECWs (part-time) employed to undertake the Preschool Support, Lunch Care and Occasional Care. The Administration/Finance Officer is employed 0.6 FTE. A Community Development Coordinator is employed 1.0 by Dept. of Human Services and located at the site. In 2021, 49 children were enrolled in preschool. The Covid-19 pandemic continued to impact on programs that could be offered and on the attendance by community members. When restrictions allowed, Community Playgroup continued with 10 families able to attend each week. A weekly playgroup was also offered to families with twins or triplets and this operated in partnership with the Multiple Births Association. Occasional Care was accessed by 31 families and continues to be a highly valued program, especially in the current time where social interactions for young children can be very limited. Three Pre-entry sessions were offered in Term 4 for families who were enrolled to attend Preschool in 2022.

Pedagogical Documentation continued to be the focus for staff professional learning and we were able to continue to consolidate learning from previous years. The joint professional learning opportunities with other early years sites in the Inner West Partnership and the Coaching Conversations with Professor Alma Fleet have supported significant growth in educator knowledge and practice.

Governing council report

Being part of the Governing Council for Seaton Children's Centre in 2021 has been a truly enjoyable experience. The staff are always supportive and welcoming, and it has been wonderful to see the children grow and develop during their time at preschool. It also provided a great opportunity to meet with other parents and share our experiences.

Community Playgroup was able to during 2021, allowing children and families the chance to explore the wonderful play space and facilities the Centre has to offer.

After receiving feedback from parents, the website was redeveloped to create a new, user-friendly interface. The new website is bright and welcoming, and also showcases the fun environment and activities available on site. In addition, preschool banners were printed and displayed on the fencing outside to promote future enrolments.

With Covid restrictions still present throughout the year, staff ensured children learnt important hand hygiene while also keeping the environment clean and safe for everyone, adding extra cleaning where necessary.

Despite restrictions, families were still able to attend an end of year celebration where the children performed songs and had the opportunity to get their photo taken with Lizzie the Lizard. It was a wonderful afternoon and the children were presented with their folders to take home and share with their families.

On behalf of the 2021 Governing Council, welcome to all the new families starting preschool in 2022, and we wish the class of 2021 all the best for their start to Primary school.

Preschool quality improvement planning

In 2021 educators continued to focus on Pedagogical Documentation as a way to improve practice and as a key part of their professional learning.

Our learning improvement goal was to extend children's confidence to share their thinking and reasoning with others, to reflect on their ideas and how they are thinking. As educators we continued to embed pedagogical documentation as a way of working and developed a whole site approach to supporting children to share their thinking and reasoning with others. We believed this would support us to help children become more confident to sharing their thinking and reasoning with others and reflect on their ideas. We continued to develop our skills in pedagogical documentation, and then analyzed this to gain the evidence to measure our success.

An important element of our professional learning was to continue to work with the speech pathologist to help all educators to continue to develop knowledge and skills in supporting children to develop oral language, in particular their understanding to ask and answer questions of varying complexity. We also continued our professional learning conversations each term with Professor Alma Fleet, which educators engaged in enthusiastically and continued the learning between conversations at our weekly staff meetings where pedagogical documentation was shared and reviewed collaboratively. Educators also worked collaboratively and shared regular joint professional learning with other early years sites in the Inner West Partnership. At these meetings, educators shared pieces of Ped Doc and their professional learning journey in the area of pedagogical documentation.

Educators continued to build on learning in 2021 and further developed expertise and skills in professional writing. More succinct writing enabled educators to make the intent, description and the analysis of children's learning more explicit. The thinking and reasoning articulated by children was more accurately recorded and therefore we gained a more authentic picture of children's capabilities and learning.

As the year progressed, educators observed children gaining confidence to share their thinking with other children and with the educators. Children demonstrated persistence to communicate their thinking and understanding when others did not understand them, and included increased detail in their communication. Children demonstrated skills in using questions in their own communication with others children to provoke discussions.

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2018	42	45	46	46
2019	45	43	42	42
2020	48	49	51	50
2021	47	48	43	!NO DATA!

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
2018 centre	86.0%	71.1%	70.7%	84.7%
2019 centre	93.2%	81.4%	74.7%	76.5%
2020 centre	88.9%	92.3%	87.9%	87.5%
2021 centre	83.8%	81.3%	87.4%	78.1%
2018 state	90.8%	88.4%	88.0%	88.2%
2019 state	90.8%	88.2%	86.9%	87.6%
2020 state	89.8%	73.0%	86.3%	87.0%
2021 state	88.6%	86.5%	88.4%	85.0%

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

Throughout 2021 families were very mindful of their children attending preschool if they were slightly unwell and at times during the year some families were very cautious of the child attending if there had been outbreaks of COVID. This impacted significantly on the attendance of several children. Several families walked a significant distance to get to the Centre as they did not have transport, and public transport was not easily accessible, so during the winter months the children's attendance could be impacted due to wet and wintery weather. Three children did not attend the Friday sessions that were offered as they attended child care on this day and it was more convenient for families to have the children attend childcare on these days.

Families are encouraged to notify staff if their child is away and the reasons for this absence. This is then recorded in the Daily Communication book in the preschool. If a child has several days of non-attendance and we are unaware of the reason, the Director will make contact with the family by phone or email to check in with the family.

Destination schools

Feeder Schools (Site number - Name)	2018	2019	2020	2021
1166 - Fulham North Primary School	2.0%	7.1%	2.0%	5.7%
996 - Kidman Park Primary School	9.0%	9.5%	19.6%	14.3%
231 - Lockleys Primary School	2.0%	0.0%	0.0%	11.4%
8280 - Nazareth Cath Col Primary Campus	22.0%	4.8%	2.0%	17.1%
9005 - Our Lady Queen of Peace School	9.0%	4.8%	9.8%	11.4%
397 - Seaton Park Primary School	25.0%	42.9%	41.2%	28.6%

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 2021 collection.

Family opinion survey summary

An online survey was sent to all families who attended Preschool and Occasional Care in 2021. The survey was structured to enable families to give feedback on service operations and practice in the seven Quality Areas of the National Quality Standards.

33% of families responded to the survey.

100% of respondents agreed or strongly agreed that their child received high quality teaching when attending preschool - 82.7% of respondents strongly agreed.

100% of respondents agreed or strongly agreed that their child learns a range of skills and knowledge at the Centre – 67.8% of respondents strongly agreed.

Working to improve communication with families was identified through our 2020 Family Survey and the focus on this in 2021 has resulted in improved outcomes.

Even though a number of the larger gatherings we would normally hold for families were impacted during 2021 due to Covid, 89% of respondents felt that they were kept informed about the educational program. This increased from 66% of families in 2020. At Seaton Children's Centre we place great value on developing positive relationships with families and dedicating time each day to ensure staff are available for families. This was reflected in the feedback given by respondents to the survey where 100% of respondents felt that staff were professional, friendly and welcoming and the Centre was inclusive of all families.

All respondents agreed or strongly agreed that the Centre promotes healthy and safe practices in relation to food, activity and hygiene and that their child is safe and protected while at the Centre.

100% of respondents felt the Centre was well managed and that there was a focus on improvement. Families commented that leadership of the Centre has created a very caring and happy environment for both staff and children.

Relevant history screening

All staff, program providers and contractors have the relevant history screening. Details of the date of when screening will expire is recorded by Director and then followed up with relevant staff as date approaches. Copies of documentation are updated and stored in the Directors office.

Financial statement

Funding Source	Amount
Grants: State	\$605,348
Grants: Commonwealth	\$0
Parent Contributions	\$15,752
Other	\$226

2021 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2021 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	This funding was used to employ an ECW to work with individual children to support literacy and numeracy learning through explicit teaching. Aboriginal children were given additional support through individual and group activities that focused on explicit literacy and numeracy teaching. This support varied for each child, depending on their needs. Funding was also allocated to employ a relief teacher for several days to release educators to continue to develop understanding and skills in writing Ped Doc	Educators have continued to build skills in writing Ped Doc and documenting children's learning in an authentic way.
Inclusive Education Support Program	Seven children received individual support for speech and language. The support was given in both the context of play in individual and group settings, and as explicit activities to practice speech and language sounds and activities.	A majority of children made significant progress in the development of articulation and expressive language. Children developed greater confidence in their communication.
Improved outcomes for non-English speaking children who received bilingual support	No Bilingual Support received	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.

2021 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 2021 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	The programs offered during 2021 engaged families in the wider community and families who accessed services at the Centre. Many families attending programs were experiencing social isolation due to Covid and found the attendance at programs very beneficial for their mental health and for the social interactions they offered for their children.	Community Playgroup operated when COVID restrictions allowed and was well attended.
Children's Centres for Early Childhood Development and Parenting Grants	This funding was used to employ an ECW each week to facilitate the Community Playgroup. It was also used to employ staff to offer a crèche to enable families to attend Governing Council meetings.	Community Playgroup operated when COVID restrictions allowed and was well attended.

Briefly describe or list the community programs offered in 2021 which had a focus on:

- **Playgroup**
- **Parent support**
- **Transition to and from preschool**
- **Any new programs or services not previously offered.**

- Community Playgroup
- Western Play and Connect in partnership with Multiple Births Assoc
- Puddle Jumpers Food Collection
- Sing and Grow
- Circle of Security

The playgroups were well attended with most families attending very regularly. The playgroups offered the opportunity for connections between families when families were feeling significant isolation due to Covid.

The Food Collection program was well attended and all food was distributed most weeks to families. As the year progressed the number of families seeking support with food increased significantly.

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