



# Darlington Children's Centre

## 2022 annual report to the community

Darlington Children's Centre Number: 3624

Partnership: Marion Coast

Signature

Children's centre director: Miss Monique Hocking

Governing council chair: Alison Riddell

Date of endorsement: 19 December 2022



## Context and highlights

Darlington Children's Centre (DCC) provides services and programs to a range of groups within the community of Darlington and surrounds. In 2022, DCC provided flexible preschool session patterns to families. Children attended combinations of full and half day sessions between Monday and Thursday each week, up to their 15 hour entitlement. DCC offers 5 occasional care sessions for children over two years and one session for under two year olds per week. These are integrated with the preschool program.

Families attending the centre include those identifying as ATSI and new arrivals, including from refugee and overseas student backgrounds. The new arrival language program offered through the co-located Darlington Primary School means that the Centre has a number of new, non-English speaking families enrolling. Darlington is an area with mixed housing options including Housing SA, short term and long-term tenants, new housing development and overseas students housed close to Flinders University.

Child enrolment data includes 10% Aboriginal, 60-70% bilingual, 20% referred to the Department for Education (DfE) student support services.

Over the year, there have been many changes in staffing and the community programs associated with the centre. Our long-term Director, David, took extended leave for the second half of the year. An Acting Director, Monique, was appointed for this time. During Term 3, the panel sat and appointed Kim Cook as the new Director starting in 2023. We look forward to Kim starting and seeing the changes that will take place. During Monique's time as Acting Director, she worked with the staff team to build continuity of teaching and learning across programs, supported unified programming and reflective practices and worked with the variety of departments to get speech, occupational therapist and community development coordinator positions refilled. This has created many changes in the site as new staff have come on board and begun to put their spin on the programs and services on offer.

In term 4, some new community programs were introduced and others received a face lift. We continue to offer 5 community playgroups across the week, targeting different groups of people. Learning Together support one of our playgroups, providing different experiences and supports for families. A Sing and Move group, a Parent Group and a once off Dad's night were started, connecting in with new local agencies and supports. Crèche facilities have been provided to support programs through negotiation and budget availability.

DCC has a very transient community where families come and go at different points throughout the year. This means that we have new families joining our preschool, occasional care and community programs regularly and that we are often farewelling families. As a result, we continue to reinforce the basics in all of our programs through the whole year so that new children and families can access the foundational information required for further learning. This also affects our attendance rates as at times, we don't know that families have left the area or country.

## Governing council report

Early in Term One parents were approached by long-term director David and Occasional Care Coordinator Vicki, to discuss development of the garden. This came shortly after the loss of the children's clutter bridge due to wear and tear.

At one of the first meetings, it was decided that a Governing council could not be formed, as we did not have enough participants, so to proceed with planning, fellow parent Jordana and I decided to operate under "Darlington Parents and Friends committee."

We approached council, and centre parents with connections in landscaping to ask for assistance in planning or implementing a garden redevelopment in the kindy yard.

Eventually we commissioned some clearing of the upper garden section, to level and reset. Some new yukonite pathways were laid, and a new yukonite floor added to the mud kitchen, to make it more accessible and prevent the area becoming so soggy after a rain or heavy use. Also remedied was the space under the large pine tree. This had been identified as an area of major concern due to safety issues with the tree roots lifting pavers. A garden bed was installed to fill the space and create seating for parents.

During this time, we contacted Simon from Climbing Tree and were beginning stages of commissioning a yard design from Climbing Tree. When it became clear David would not be returning as leadership, we paused our discussions with climbing tree, to look at revisiting our plans once the new director has settled.

Monique took over as Director for the second half of the year and a Governing council was formed. As Governing Council, we have worked to update the centre policies and get things set up for the new director to begin at the start of 2023.

We look forward to working with the new director to set some goals for the service and continue work in updating the yard for the kindy children.

# Preschool quality improvement planning

Our 2022 PQIP focused on two main goals

To improve children's understanding and use of number

And

For children to develop their mark making as progression towards conventional writing.

Over the year and across the programs, many experiences were provided to support children in exploring and developing their number and mark making skills. Children have enjoyed engaging with number songs, story tables, dice games, number frames, numeral cards, a variety of books relating to number and hand son experiences such as putting out all the lunch boxes at lunch time and then making sure there was a chair for each person. Literacy experiences included mark making with sticks and charcoal, bookmaking, practicing writing our names in a variety of ways, painting, chalk, clay, playdough, whiteboards, creating self-portraits and experiencing different ways to make marks (dipping animal feet in paint, balloon painting, string painting, roller painting, marble painting, finger painting and more)

The staff team reflected on our goals and actions together in term 4. The team felt that the PQIP had changed course at different points through the year but in general, they could see that all children have made progress in their understanding and use of number and their ability to make marks. Staff were able to have open conversations about what had equipped them to succeed and challenges they had faced during the year. As a result, changes have been made to the program and structure of the centre to support further development in the future. The staff team have worked together to create the new PQIP for 2023 and are excited to implement the new actions and goals.

## Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	53	49	57	78
2020	60	N/A	56	57
2021	40	48	48	52
2022	43	47	50	47

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	77.2%	76.3%	71.5%	86.2%
2020 centre	83.5%		78.8%	86.0%
2021 centre	83.7%	74.1%	83.3%	81.4%
2022 centre	67.8%	73.3%	80.3%	85%
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 at DCC is sporadic, partly due to illness (especially during Covid). But also due to the transient community and families moving in and out throughout the year. This includes preschool, occasional care and community program families. We encourage families to let us know if they will be away so that we can document this or if they will no longer be attending as we will then be able to offer their place to another family.

## Destination schools

Feeder Schools (Site number - Name)	2019	2020	2021	2022
666 - Darlington Primary School	60.9%	61.1%	70.6%	66.7%
9074 - Stella Maris Parish School	13.0%	11.1%	0.0%	33.3%

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

"The staff have supported my son so much. I cannot recommend this preschool highly enough."  
 "I really love that the teachers treat the kids like their own, I also love that they have an occasional care."  
 "My daughter attended kindy here last year and now my son attends occasional care with the intentions of sending him to kindy here in a few years, it's his favourite day of the week!"  
 "I have found this centre to be the most caring and interactive with my children."

## Relevant history screening

All staff and volunteers have the relevant history screening and copies are kept on file on site.

# Financial statement

Funding Source	Amount
Grants: State	\$685,810
Grants: Commonwealth	\$0
Parent Contributions	\$18,965
Other	\$0

## 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	Literacy and Numeracy funding was used in a variety of ways including new resources, consumables for everyday play and staff professional development. A group of staff attended the Early Years Leaders Forum presented by the Music Education Strategy. Skills, ideas and strategies from this were used to support the development of literacy and numeracy skills through music engagement. All children participated in the Musical Muscles program where they engaged with Caleb in songs and musical games to support phonological awareness as well as patterns, beat and rhythm.	The children engaged with the music experiences and musical muscles to support their literacy and numeracy development. Children performed an end of year concert where they showcased their new skills in playing the xylophone, using clave to keep the beat and tap the rhythm and proudly shared their singing voices.
Inclusive Education Support Program	IESP funding was applied for in Term 3 for two students, both applications were successful resulting in a total of 22 hours of one-to-one support. We also had a successful IESP Site Grant Review at the end of Term 2 that resulted in additional funding for children. This money was used to employ additional staff to provide the required support for individual children.	Children responded to the individual support provided and showed development towards their individual learning goals. Staff worked with visual cues and routines to create predictable environments where children were able to succeed at their individual level.
Improved outcomes for non-English speaking children who received bilingual support	Bilingual funding was used in 2022 to employ a bilingual support worker in the preschool for 1 day a week across the whole year. This provided an opportunity for children to communicate in their home language and be supported with understanding what their English-speaking educators and peers are saying. Having bilingual staff on site also provided opportunities to connect with non-English speaking families and share information with them about their child's learning and the educational programs provided on site.	Children have shown development in their ability to speak and understand English at preschool. They have developed strong connections with staff and peers and gained confidence in their abilities to communicate. As this confidence has increased, so has children's attendance and engagement in the curriculum.

\* 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	Individual, targeted and universal supports were provided to as needed by the Occupational Therapist, Speech Pathologist, Community Development Coordinator, agencies and centre staff. Support agencies included CaFHS nurses, financial support, legal support, counselling, mental health, learning together and domestic/family violence. Working as a team, we provided wrap around support for families, getting them involved in community programs, parenting programs, occasional care and preschool.	Community and parenting programs had set goals and outcomes that were tracked and monitored across the year. Our programs evolved over the year to meet the needs of our families and individual sessions provided differentiated support to create the biggest impact on individual circumstances.
Children's Centres for Early Childhood Development and Parenting Grants	N/A	N/A
Briefly describe or list the community programs offered in 2022 which had a focus on: <ul style="list-style-type: none"> <li>• Playgroup</li> <li>• Parent support</li> <li>• Transition to and from preschool</li> <li>• Any new programs or services not previously offered.</li> </ul>	<p>Programs continued in 2022: Community Playgroup (x3), Yarning Time Playgroup, Baby Playgroup, Multi-cultural Women's Group, CaFHS services including; Clinic, New Parent Group, Physio, Aboriginal Cultural Child and Family Support Consultant; Money Matters, Circle of Security, Calming Connections, Toileting Workshops, Relationships Australia, Darlington Primary School Aboriginal Education Worker, Transition visits with local schools.</p> <p>New programs or services not previously offered: Being a Dad, What Dad are You, Sing and Move, Parent Group (run by a local councilor from Thrive Counselling), Parenting in Australia, Learning Together Playgroup</p>	

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