



# Elizabeth Grove Children's Centre

## 2021 annual report to the community

Elizabeth Grove Children's Centre Number: 2614

Partnership: Elizabeth

Signature

Children's centre director: Mrs Rachel Drury

Governing council chair: Mrs Julie Baker

Date of endorsement: 10 March 2022



Government  
of South Australia  
Department for Education

## Context and highlights

Elizabeth Grove Children's Centre is part of the Elizabeth Grove Community Campus, located in the northern suburbs of Adelaide. Other services on the campus are Elizabeth Grove Primary School and Out of School Hours Care, Child and Family Health Services (CAFHS birth to 3 years) and the Smith Family. The Centre is part of the Department for Education and is assigned as a 'Category 1' site.

The learning, care and activities at the Centre are closely aligned with the Early Years Learning Framework and the Centre's values are Respect, Wellbeing and Excellence. In 2021, the Centre offered preschool, Occasional Care, family support, early intervention referrals and playgroups. There is a focus on building a strong connection with families and the community and achieving positive outcomes for children and families within their cultural context. There is a priority around children's learning, wellbeing and development. The Centre works with different departments and agencies including Novita, Green Hill Living, CAFHS and the Learning Together Program (Department for Education).

Highlights for 2021 included but were not limited to; The Playford Library Book Borrowing Program, which supported children to be able to take books home to engage in literacy with their families. The Green Hill Living Sustainability Program continued, providing children with the skills to develop the vegetable garden and learn sustainability practices. Transition Visits to Elizabeth Grove Primary School. Camp Quality Puppet Show. Continued partnership with Victory Church providing support for families in need and the End of Year Graduation.

## Governing council report

In 2021, we had a very small governing council committee that provided feedback and input to decision making processes, financial processes and improvements within our Centre. COVID-19 continued to be discussed regularly at all meetings with the committee giving advice about how our Centre can best support the families within our community during these challenging times. Our quality improvement plan was shared and discussed as well improvements and upgrades that were happening within the Centre. We thank our committee for their ongoing commitment and flexibility in the face of challenges in convening meetings. We thank Julie Baker for taking on the role of Chairperson in 2021.

## Preschool quality improvement planning

Area 1; Educational Program and Practice: Our 2021 PQIP goal had a literacy focus and was: To improve children's ability to understand and use tier 1, 2 and 3 words in context and reciprocal conversations. This was implemented through a small group book based program daily. Staff were supported by our sites Department for Education Speech Pathologist to plan and implement. Staff collected termly data on all children to track progress and improvement.

Area 2; Children's Health and Safety: Child protection curriculum. Focus on supporting children's wellbeing in the preschool. Promoting child self-regulation and scaffolding this development in children.

Area 3; Physical Environment: Focus on sustainability practices.

Area 4; Staffing Arrangements: Focus on strengthening collaboration within the staff team. Valuing each other's strengths and sharing knowledge.

Area 5; Relationships with Children: Staff knowledge of trauma and trauma related behaviours.

Area 6; Collaborative Partnerships with Families and Communities: Continue to increase positive relationships with families and provide meaningful programs to community.

Area 7; Governance and Leadership: Critical ongoing self-assessment process to be more effective. Policies and procedures to be updated.

## Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2018	33	36	38	36
2019	33	37	35	36
2020	36	N/A	30	29
2021	27	31	30	!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	87.0%	83.7%	82.3%	90.6%
2019 centre	78.1%	76.7%	77.4%	80.9%
2020 centre	74.4%		77.2%	79.6%
2021 centre	77.9%	97.0%	95.2%	90.3%
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

Attendance was steady for 2021 despite Covid 19 continuing. Non attenders were monitored and contacted via phone call. Contributing factors for lower attendance in 2021 included, weather, general illness, transport, family holidays, Covid 19 and in term 4 school transitions also impact attendance.

## Destination schools

Feeder Schools (Site number - Name)	2018	2019	2020	2021
1854 - Blakeview Primary School	0.0%	0.0%	0.0%	6.9%
897 - Elizabeth Grove Primary School	91.0%	87.0%	92.3%	79.3%
5463 - Pinnacle College - Eliz East Campus	4.0%	0.0%	0.0%	6.9%
9023 - St Thomas More School	4.0%	0.0%	3.9%	3.5%
8165 - Trinity College Blakeview School	0.0%	0.0%	0.0%	3.5%

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

The parent surveys were distributed amongst the children's Centre community however there were insufficient responses to be able to collect data.

## Relevant history screening

The Director ensured that all educators, relief staff, Department for Education visitors, volunteers, contractors, Governing council members and those who were engaged in specific parenting groups had completed their DCSI screening forms and the new working with children checks to comply with the Department for Education guidelines. This information has been contained confidentially at the site.

## Financial statement

Funding Source	Amount
Grants: State	\$600,667
Grants: Commonwealth	\$0
Parent Contributions	\$12,371
Other	\$1,609

## 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	Children were involved in small literacy and numeracy groups that supported the development of the literacy and numeracy indicators in conjunction with their learning experiences through play.	Data demonstrated improvement in most children in targeted areas on oral language and numeracy.
Inclusive Education Support Program	Funding was used to provide targeted materials and resources for children with additional needs that supported their individual and personalized goals in their One Plans.	The resources and target teaching and support resulted in children with additional needs demonstrating progress against their individual goals.
Improved outcomes for non-English speaking children who received bilingual support	EALD children and families were supported in their home language and culture by support staff. Educators supported the implementation of literacy and numeracy activities, as well as child wellbeing and development of dispositions within the preschool environment.	Families feeling supported in their home language. Improvement of children's dispositions for their learning.

\* 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	Keeping up to date with a variety of family and community needs during the Covid pandemic and responding in the most appropriate and accessible way was the priority in 2021.	Relations with services onsite with families diminished. Regular contact with Victory Church to support families in need. Time needed to rebuild programs/participation
Children's Centres for Early Childhood Development and Parenting Grants	Keeping up to date with a variety of family and community needs during the Covid pandemic and responding in the most appropriate and accessible way was the priority in 2021. Face to face programs were minimal, Centre looked for other ways to support families.	Relations with services onsite with families diminished. Regular contact with Victory Church, CAFHS to support families in need. Time needed to rebuild programs/participation

**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.**

In Term 1 2021, the Centre offered various community programs such as a music playgroup and father/child playgroup, circle of security parenting program and many informal community catch up and check in times. Due to Covid and other factors unfortunately many of these groups did not extend past term 1. A Department for Education Learning Together Program Playgroup successfully ran throughout the whole year with varying attendance.

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