Two Wells
Children’s Centre
Site 2676

ANNUAL REPORT
### Contact & Site Details

<table>
<thead>
<tr>
<th>Org No</th>
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<tbody>
<tr>
<td>Full Name</td>
<td>Two Wells Community Children's Centre</td>
</tr>
<tr>
<td>Address</td>
<td>27A Gawler Road, Two Wells SA 5501</td>
</tr>
<tr>
<td>Postal Address</td>
<td>c/- Two Wells Post Office, Two Wells SA 5501</td>
</tr>
<tr>
<td>Phone</td>
<td>(08) 8526 2356</td>
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<tr>
<td>Fax</td>
<td>(08) 8526 2387</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:admin@twowellskgn.sa.edu.au">admin@twowellskgn.sa.edu.au</a></td>
</tr>
<tr>
<td>Principal</td>
<td>Mrs Sandy Modra</td>
</tr>
<tr>
<td>Type</td>
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The attached information is available from systemic data sets collected by Data Management & Accountability. Available trend data are provided to sites for reporting in the Annual Reports process, together with additional interpretation of the data within the local context.

Tables and graphs can be cut and pasted into other documents. Instructions for this are available on http://www.decs.sa.gov.au/accountability/under Reporting/2008 Reporting.

For further information on DMA data sets go to the SSDINET site http://ssinet.sa.edu.au under Administration, Data/infoServices, Choose School Information or Children's Services Information and then select Fact Sheets.

NOTE: 2008 Term 4 data not available at time of production.
2008 was characterised by consolidation of the Centre's repute, status and profile in the community; a much-awaited and highly successful Family Fun Day; leadership changes; and OSHC challenges.

At the end of 2007, there were considerable concerns that the construction of a private Stepping Stone Childcare facility directly in front of the Two Wells Primary School and facing Gawler Road, could impact adversely on this site's viability. However, despite the loss of our Sole Provider status and hence Sustainability Allowance, a range of proactive interventions has ensured the Centre's ongoing viability. Upgraded marketing, including a letter drop to all in the postal area, visible alignment with other Community-based services, marked by the inclusion of "Community" in the Centre's title, colourful murals, flags, signage at the entrance to the driveway, an identifiable logo on each of the banner, sandwich board and notice board have more clearly announced our location. Staff proudly wore fluro pink & navy "Too precious for Profits" shirts. The acid test of the Centre's viability was the loyalty demonstrated by families who had developed relationships with staff and experienced a Quality service for their children and who opted to continue their support of the Centre.

A very successful Family Fun Day in August provided a lovely opportunity for the Centre community to come together to enjoy a range of fun activities, food and old-fashioned games. The Centre also enjoyed opportunities to join with the school for Reconciliation celebrations, a Book Week Parade, Grandparents Day and the annual Christmas Street Parade. A very successful Family Christmas concert was held on the school oval in December.

At the end of Term1, we farewelled Kirstyn as Assistant Director and welcomed Sharon McGrath. We briefly lost Kerry, our Cook, to another site but who very fortunately returned, a testimony to her "good taste". In Terms 2 & 3, Tina took on the Director's role, whilst Sandy worked at Lyndoch Kindy. Mel, our much-loved Team leader left to be closer to family interstate at the end of Term 3-and we welcomed experienced staff, Chrissie & Donna. In 2009, we welcome Sarah Donovan, who has won the Leadership position of Centre Director for the next 5 years. Congratulations, Sarah!

Throughout 2008, the most appropriate location for the Outside School Hours Care service was a matter for much discussion. Identifying a 'designated space'(either at the Centre, the School or some other community venue) for these school-aged children - and hence the ability to attract both start-up and sustainability funding as a registered OSHC service- proved problematic. At the end of 2008, after much consideration of the various facets of the situation, the Campus Governing Council made a decision to cease providing this service (provisionally in Term1), until a more satisfactory arrangement could be made for all parties. A Sub-Committee of stakeholders is proposed for further discussion of these matters.
1. STRATEGIC DIRECTIONS AND TARGETS

Strategic Direction 1: FOCUS ON LEARNING

Target/s: That children will become more confident and competent literacy learners & users

Strategies to support children in becoming more confident and competent literacy users - ranged from immersion in a literacy-rich environment (which addressed the Eclipse descriptors of "reading & viewing", "speaking & listening" and "writing & drawing") to more explicit strategies such as phonological awareness-rhyme, initial sounds & syllable (e.g. focus on initial consonants-'t' & 'c' and associated activities-cutting, colours, cooking, focus on initial consonants -'s' & 't', culminating in a great Teddy Bears Picnic)

- Children's literacy experiences and progress was documented in their Profile Books -e.g. samples of drawing, writing, photos of participation in singing games, cutting.
- and reported in their mid-year & final Summative Reports

- When Mid-year reporting commenced, some gaps in children's fine motor /hand skills were identified. Consequently, a fine motor group was set up. Terms 2 & 3 teacher Elle, masterminded this, developing a range of tasks to provide children with additional time and experience to support their skill and confidence
- weekly visits to the school Library had a twofold value - familiarised children with the Library per se (and for Two Wells school starters this was a bonus) and library protocols. This also allowed children access to some recently published children's picture story books. Whilst the school did not have an allocated Librarian, staff read aloud to children, as recommended by renowned author, Mem Fox.
- In term 2, the 'speaking & listening' component was enhanced through the dramatisation and re-telling of traditional tales, such as "Jack & the Beanstalk" and "The Gingerbread Man"- both of which lent themselves to many associated activities e.g. cooking and gardening.
- a visit to the Two wells Post Office provided an opportunity for children to put their literacy skills to the test in a practical way- posting the letter that he/she had written
- the notion of 'reading aloud' to children was supported by a story 'vine', where each leaf represented a story read by a parent to their child.

- the range of available Literacy packs for family borrowing was expanded to include Indigenous story packs, numeracy packs and ICT packs (containing educational computer programs)
- Play boxes (police, Bratz dolls, horses, ambulance) added to children's dramatic play and enhanced imaginative, collaborative play. Equally, a special interest box, the horse box, served to calm a child with challenging behaviours.
- Information about Literacy was included in Enrolment packs, and sample activities available for loan with explanations of the literacy learning involved
- and displayed along with samples of children's writing and drawing on Kindy display boards
- The acoustics of the Kindy room were re-assessed. It was felt that we could further modify the hearing environment e.g. with more soft furnishings, carpeted pin-up boards, curtains
- these modifications were advantageous for ALL learners, but particularly relevant for 2 children with a significant hearing impairment, one of these children was supported fortnightly by Mandy from the Early Intervention Service-Hearing Impaired. One of these children successfully transitioned to school. The second child will do so in 2009.
- in April 4 staff attended a useful & relevant training session entitled, "Can the children in your Centre hear? The impact of hearing impairment and noise levels in Early Childhood settings", conducted by SERU.

Speech clarity, expressive language and language comprehension issues were addressed as follows:

-children experiencing speech & language issues were particularly well served by DECS Speech Pathologist, Tania Frigo. She provided both a diagnostic service, several program/ progress evaluation visits each term, plus support to families and staff.
- In Term 1, for example, Tania visited twice, the first to conduct 2 x 45 minute assessments plus 3 continuing assessments (also 45 minutes long). The second visit encompassed the monitoring of 2 children; 3 continuing assessments; 1 new assessment; + a half hour appointment to meet with a parent - a total of 8 children. Tania left in Term 3, to commence Accouchement Leave.

We were delighted that Ann Marriott was seconded in Term 4, to assess 3 boys, one ready to commence school and 2 continuing students.

- Specialised speech programs implemented by Francie & Liz (and funded by the termly Preschool Support allocation) were supplemented by a full day per week of Centre-funded support. It was felt that this funding, although stretching the budget a bit, was money extremely well spent. It enabled us to employ a qualified teacher to address speech programs, assist in the identification of students at risk, to use diagnostic tools, to work with children with identified learning challenges, to assist some students with social skill strategies, and to provide those children due to commence school with a 'before & after' snapshot of their computer skills, plus equip them with some additional computer strategies & knowledge.

Children with learning challenges will continue to be supported in this way in 2009.

Children who had received Preschool support when transitioning to school, were eligible for a handover-style Transition meeting to ensure a seamless program service, from Preschool to school.

Several children accessed a Speech service from the Gawler Health service and a Physio/O.T. service from the Lyell McEwin Hospital Child Development Unit.

We had planned to hold a Literacy Expo for families - possibly a Literacy Disco - where children could dance, whilst nearby, parents could view practical examples of literacy teaching & learning, purchase children's picture books, see displays of literacy resources, go home with a literacy 'showbag' - possibly have an author to speak. It didn't happen!

Early Years Literacy funding was directed to:
- subsidising a bus trip for 42 children, staff and parents to travel to a live theatre performance of "Fluff" in Adelaide, a deliciously outrageous and engaging show, hugely enjoyed by all!
- a lively Peter Combe concert at Mallala with a total of 400 CPC/school students!

- funding staff Professional Development
  - a series of 3 Occupational Therapy Workshops-"Just Right for Learning"
    "Meaningful occupations for children & why the Early Years are so important"
    "Helping children cope in busy environments"
    "Coordination-Fine & gross motor"
  -Steve Biddulph-"Raising Boys & the implications for Teaching & Learning"
  -ECW Hub-"Introduction to Speech & Language";"Questioning -to extend language & thought"
  -SMART training(Strategies for Managing Abuse Related Trauma)
  -some of the WIRLE sessions- "the Involvement Scale";"Active Learning Environment"

Wherever possible, staff training has included as many of the staff team as possible to maximise the learning outcomes.

In Term 4, there was a particular focus on SCIENCE teaching & learning.
In week 2, staff dazzled children (and themselves!) with a variety of science experiments, ranging from a floating egg, an egg which lost its exterior, dyeing flowers, coloured water mixing, volcanoes in the sandpit, demonstrations of water pressure etc. Watching the lifecycle of the silkworm, planting sunflower seeds, seeing the broad beans on our plants, celebrating the International Year of the Potato (watching the leaves of the potato plants emerge from the potatoes we had planted) all enhanced the science program.

A second visit by Hutch, the Gawler Health skeleton, enhanced discussions about bones & dinosaurs. We all learned to distinguish Herbivores from Carnivores. Group games, songs, stories
and rhymes have supported this method of identification. Dinosaur 'bones' were found in the sandpit; children used the archaeology detection kit; and stocking tails were all it took to transform children into dinosaurs themselves. A 'mystery' egg revealed a surprise. In 2009, we look forward to a visit to the S.A. Museum for "Hatching the Past-Dinosaur eggs and babies."

**Strategic Direction 2:**

**Target/s:** child and staff wellbeing is enhanced by specially tailored programs.

Strategies to achieve these outcomes:

*A* A staff member from each of the Childcare and Preschool service attended the Fun Friends training program, adapted from Professor Paula Barrett's "Friends for Life" program, which is the first positive coping program trialed and proven to be effective in Australia. These programs build children's resilience and promote positive mental health & boost their social and emotional skills. These 2 staff members then in-serviced the rest of the Centre staff team as well as Junior Primary staff from Two Wells Primary School.

A range of strategies resulted - an identified 'Fun Friends' relaxation/time out corner in the Childcare room. Visualisation and Relaxation sessions were included in the daily Preschool lunchcare program. The 'thumbs up' /'thumbs down' strategies for appropriate/inappropriate behaviour proved to be longlasting and effective signals for children (even pre-speaking toddlers) of all ages to use with peers and staff.

*Implementation (for the second time) of the Child Protection Curriculum married a number of the Fun Friends strategies successfully with the safety messages of the Curriculum. For younger children in the Centre, only the earlier areas of the curriculum, e.g. safe /unsafe; early warning signs -were addressed.

Children's Profile books reflected each of these programs.

*Preschool/Two Wells Primary school discussions resulted in a closer working partnership. As a result, Preschoolers enjoyed -weekly visits to the school library -weekly singing sessions with the JP classes -links with the Christian Pastoral Support Worker, who worked closely with children and parents as children transitioned to school

- the Transition program was vastly improved, so that in Term 4, children experienced 4 longer visits, culminating in a full day of school experience. 

. for a child whose learning needs required a longer transition period, a whole term of very successful visits was made possible.

-a transition meeting was held at school with all stakeholders for a child under the Guardianship of the Minister.

*An Individual Education Plan (using the Barossa Draft IEP format) was developed in partnership with families -and reviewed- for Aboriginal students.

*Resources on loan from the Aboriginal Resource Library at Enfield, supplemented the Centre's resources and enhanced cultural awareness.

*Staff, centre-wide, undertook training and explored a range of strategies to manage children's extreme behaviours, at all ages. They also drew on the support of other agencies- DECS Student Support Services, the TWPS Counsellor, Emma Beare, Occupational Therapist. Inclusive Directions provided support hours for children accessing Childcare.

*Steve Biddulph's adages re. providing 'fine young men' as role models for boys, underpinned the Centre decision to invite David Gould from Wheelienet, to visit to demonstrate ability in spite of a disability. Children enjoyed the opportunity to learn safety messages and to try their hand at using a wheelchair.

A Fathers' Day Twilight session also provided the opportunity for boys to show their dads and
male visitors their Centre.
Some of Steve's strategies, such as "Walk'n Talk" were utilised to allow boys to 'cool down' and 'save face' after an angry episode.
Similarly, the "Outdoor Learning Environment" Workshop encouraged staff to provide plenty of active, work-like, real-life activities to engage busy boys.
APupil-free day in May allowed Preschool staff to attend SMART (Strategies for Managing Abuse Related Trauma) training as a team.
* Negotiation between staff sectors enabled the Story Room to double as a 'Baby Room' to ensure safe play for the under two's. A partitioned space to house the staff computer allowed for this room to be used for a variety of complementary purposes.
* Healthy eating focus in Term 1, aligned with Right Bite program, at the school canteen led to children bringing fruit daily to form part of a shared fruit platter. This ensured a wider selection of fruits being sampled.

STAFF WELLBEING:
* In Term 1, a Team-building Workshop facilitated by a presenter from Lady Gowrie Training was attended by members of the whole staff team.
* It would be worth considering a review of the Centre Philosophy in 2009, with new staff on board.
* Rotation of staff reps at the Governing Council meetings would empower and inform staff.

Strategic Direction 3:

QUALITY LEARNING OUTCOMES - ATTEND TO CULTURE / CONTINUOUSLY IMPROVE

TARGET - High quality programs & practices and learning outcomes for all babies, toddlers and preschoolers

Congratulations to staff who managed 2 unannounced visits by auditors from the National Childcare Accreditation Council and DECS Licensing & Standards in Term 3 - and who received an excellent report, with very few modifications needing to be made. There was a high standard of compliance to requirements, plus high quality care observed.

Accreditation - The next Self-Study Report from the service is due in June 2009. In the interim, staff have been ensuring that quality children's records are kept - observations, children's Profile books, documentation and photographs, that evidence of quality practice is recorded - in newsletters & displayed, Principles teased out and explored with examples of evidence. The recommendations of the NCAC's Continuing Improvement Guide provide guidelines specific to our site.

Generally, Parent Opinion Survey comments indicate that families are happy with the service - "I think we have a super service here that allows me as a parent to be confident that my child is well looked after and encouraged to try new ideas. Well done! on a great Kindy/Childcare service!"

"The quality of the service has always been good. Children feel comfortable and safe at the Kindy. The staff make it very welcoming. Late night Kindy sessions have been popular and give those parents a chance to see what they do"

"This was our first child attending kindergarten and the care he received far exceeded our expectations. The staff were always willing to discuss any issues we had."
There were some suggestions—that there be more excursions; that Panadol be administered to unwell children; that children be allowed to bring birthday cakes; that there be more children's art work displayed around the kindy room; that children with behavioural issues be accommodated at some other facility.

A recommendation from parents in 2007—that there be additional reporting points during a child's kindy year.

This matter was addressed, with the following reporting points in a child's Preschool year—

*Parents complete the Home Profile form at the time of enrolment
*A 'Meeting my Family' interview is conducted with families during the child's PreEntry term
*A brief report will go home with the child's Profile Book in their first preschool term.
*A more detailed report, seeking the family's forward projections for their child during the remainder of their preschool year, will occur halfway through the child's preschool year.(against 4 of the Developmental Learning Outcomes)
*The Summative Report will accompany the child to school

Since this reporting regime has been in place (term 2), there have been no more Parent Survey responses like the following—
"A midyear report would be helpful to find out if there is anything we should work on together."

The recently released "Reflect, Respect, Relate" document—Assessing for Learning & Development in the Early Years using Observation Scales could be considered a useful tool for critically reflecting on teaching practice.

Target/s: STRATEGIC DIRECTION - 3
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2.0 REQUIRED DATA ANALYSIS

2.1 ENROLMENT / 2.2 ATTENDANCE

Enrolments / Attendance

Whilst enrolments were not as robust as in previous years, the slightly lower daily attendances made for a more comfortable learning environment—particularly for those children who were addressing behavioural or learning challenges.

Equally, for the first time in 4 years, PreEntry children could be accommodated in the less crowded Kindy sessions, making for a very smooth transition to full-time Preschool—rather than setting up a separate Friday morning PreEntry session for these younger children, where entry into a larger group could present a challenge.
2.2 ATTENDANCE

Feeder School Percentage Data 2006 - 2008

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Based on the percent of children currently enrolled who will attend school in the following year, where the expected school is known. Due to rounding totals may not add up to 100%.
Source: Term 3 Preschool Data Collection, Data Management & Accountability

2.3 PARENT OPINION SURVEY

PARENT OPINION SURVEY SCORES /COMMENTS

Customer Responsiveness = 5.52
Highest scoring response - "I feel welcome as a parent"
Lowest "Parents help staff manage the service".

We need to be more explicit about what ways parents can assist in the running of the Centre, ranging from daily assistance with children's programs, to serving on the Governing Council Sub-committee.

Health, Safety & Nutrition = 5.75
Highest scoring response - "My child is safe at this service"
Lowest "The behaviour management of children is appropriate at this service."

Whilst there are a number of clearly documented strategies for promoting positive behaviours, these probably need to be made available to families - e.g. in the enrolment pack, so that families can see in action a whole range of staff interventions, not only responses to inappropriate behaviours.
Knowledge of the child = 5.74  
Highest scoring response- "The staff listen to what I have to say about my child's interests/needs"  
Lowest " " - "I am informed about my child's development."

The increased number of reporting points will serve to inform families about their child's current stage of development. Perhaps, an informal feedback sheet in the Profile Books could provide another avenue for parents to make a comment during their child's preschool year.

Program = 5.54  
Highest scoring response- "The staff work well as a team"  
Lowest scoring response- "My child talks about the program and what he/she has done."

The multimedia display in the foyer provides a perfect opportunity for children to talk about what they have done during their day. Also, less immediately, so does their Profile Book.

Staff = 5.59  
Highest scoring response- "Staff know what they are doing"  
Lowest scoring response- "I have confidence in the skills of the staff"

"All staff are helpful and friendly"- a parent comment.

2.4 FINANCIAL REPORTS

- Balance Sheet and Profit and Loss
- Funds expended against site priorities
- Financial Commitments Report