Two Wells Community Children’s Centre

CONTEXT for 2010

Two Wells Community Children’s Centre provides a high quality education and care experience. We provide a DECS Preschool, a community based Childcare Centre, Before and After preschool Care, holiday care, Playgroup, and Child and Youth Health for the Two Wells Community and the families within the Mallala Council Region. Two Wells Community Children’s Centre is inclusive of all families. We have a very diverse number of families attending the centre and we work hard to achieve sound partnerships with all parents. We are a semi-rural centre next door to the Two Wells Primary school, and in 2009 we were a whole Campus Governing Council,. The centre is 7 years old. We have 5 university trained teachers working across the site, TAFE qualified childcare staff with a total staff team of 15. In 2009 Two Wells Community Children’s Centre appointed a new Director. Over the 2009 year we largely worked towards the Site Improvement Plan, our Early Years Literacy Plan targets and the National Accreditation process for childcare validation. Towards the end of 2009 we also participated in a Numeracy Pilot Project in conjunction with 2 Barossa preschools and 3 schools, developing the outside environment. In 2010 we have largely worked on financial viability, establishing a new Governing Council, the 2010 Modern Award, marketing our centre and rebranding, staffing restructure, introducing and trialling the new National Curriculum, Belonging, Being and Becoming across the site, and developing of the outdoor play space, and upgrading resources.
STRATEGIC DIRECTIONS AND TARGETS

Strategic Direction 1:

*Improvement in Children’s Mathematical Knowledge*

**Target/s:**

“80% of children will demonstrate a mathematical understanding at the ‘Exploration’ stage in the mathematical area of patterning and measurement.”

**Identified cohort of children:**

15 children who started fulltime preschool in term 1, 2010.

Our 2 teachers were allocated 1 day each in term 1 to collect the data and evidence of children’s mathematical knowledge using the Preschool Numeracy Observation Tool.

**Strategies:**

- Staff attended extensive Numeracy professional development in 2010. We have spent $1200 using the numeracy project grant funds from 2009. Staff in 2010 attended:
  - Primary Maths Association ‘big picture thinking’
  - Lady Gowrie; Measurement
  - Lady Gowrie; Developing number
  - Lady Gowrie; Spatial sense and geometric reasoning
  - Lady Gowrie; Patterning and algebra

  All of these training sessions have been for a full day session

- Specific planning for patterning and measurement weekly
- Resource development – purchasing of patterning resources
- Continued development of numeracy packs and play boxes
- Numeracy concept of the week
- Numeracy station with specific measurement and patterning experiences
- Explicit fortnightly newsletter for parents informing them of our numeracy/mathematical program, recent learning and sharing the knowledge.
Children’s Learning Outcomes:

Term 1, and Term 4 data collection results on Measurement and Patterning

As you can see the development of children’s learning outcomes in regards to Measurement and Patterning from term 1 and term 4 reached the Exploration level (2, green line indicates the expected outcome for the cohort of children).

Limitations:

Preschool Staffing changes in 2010
- Term 1  Director- Sarah Wormald - Ongoing
- Director - Sharon McGrath T2 for 6 weeks
- 0.7 Teacher - Narelle Palmer
  - 0.6ECW - Faye Pirri
  - ECW/SSO Francie Brechin
- Term 1 0.5 Teacher - Julie Baird
- Term 2 0.5 Teacher - Tess Hancock
- Term 3 0.5 Teacher - Denise Bray

- Inconsistent Director floor times - due to centre workload
- Children leaving the site so cohort of children is now smaller
- Not all staff had same training due to different teachers every term
- Not whole site inclusive, would eventually like to make SIP, LP etc, Whole site can do that now with new roster layout, and forward budgeting plans for 2011
- Dynamics of kids – full enrolments term 4, term 1 and term 2, 2010 in preschool
• Special needs of children has significantly impacted our environment and the way teachers are able to work, in delivering a numeracy experience for all

• **Support hours allocated to Two Wells Kindergarten**
  - Term 4, 2009 11 hours
  - Term 1, 2010 10 hours
  - Term 2, 2010 17 hours
  - Term 3, 2010 14.5 hours
  - Term 4, 2010 17 hours

Considering we are a .6 site that is significant

**Recommendations:**

**Preschool Staffing stability**
- .5 teacher Denise make permanent (has been here 7 years, roll over contract and 12 years childcare expertise, her support has been fantastic)
- .5 teacher Narelle make perm (has been here 2010 and she has 8 years childcare experience and been a CC Director)
- This Staff set up will allow consistency and stability for all and across the site but the expertise they have of childcare has been yielding and highly valued and respected.
- Planning and program time for whole site to allow such programs to be offered for all children within the centre.
- Money (budget) to up skill CC staff on Numeracy learning and components
- Allocate more money to develop resources in other numeracy areas
- Cover all numeracy/mathematical areas over the year so that each area is covered in a 12 month time period and children have the opportunity to take on board learning from each area.
- Liaise with the local school for shared learning and planning to explore the numeracy teaching and child centred learning opportunities
- To continue with the current collaboratively developed Site Improvement Plan priorities in Numeracy, maybe just look at raising the achievement of children’s learning outcome level.

**Strategic Direction 2:**

**Children are Effective Communicators**

**Target/s:**

“95% of cohort group will have demonstrated improved oral language and communication, specifically in communicating with others and phonological awareness.”

**Identified cohort of children:**

15 children who started their full time preschool in term 1, 2010.
Our 2 teachers were allocated half a day each in term 1 to collect the data and evidence of children’s communication skills specifically with others, and phonological awareness. We used a site developed Oral Literacy tool that reflects the Belonging, Being and Becoming
communication outcomes and indicators from the POP specific programming training (2009)

**Strategies:**

- Ensure a ‘Story a Day’ is read to the two sessions of children
- Develop language bags for the home environment for children at risk who are not covered by the DECS speech pathology service
- Started the ‘Me Box’ show and tell to encourage children to communicate in front of small groups, with peers and teachers and build on their oral language, levels of questioning, vocabulary etc.
- Display levels of questioning in busy play areas to help prompt teachers’ thinking and ability, question children’s thinking and expand on children’s communication opportunities and oral language, as well as play and learning experiences
- Explicitly teaching in small and large groups, concepts such as letters and sounds, rhyme, and syllabification.
- Book based programming for a term
- Letter and word of the week to grow children’s vocabulary
- Staff training in conducting the Articulation screening of children
Term 1, 2010, Data/Evidence of children’s current Oral Language and Communication skills.

Children's oral literacy evidence, T1, 2010

Oral Literacy Indicators

- Engage in enjoyable interactions using verbal and...
- Contribute ideas/experiences in play, small and...
- Interacts with others, respect, share new understandings...
- Express ideas, feelings, new understandings of...
- Independent communicators, initiates...
- Listen, respond to sounds, patterns in speech...
- View, listen to printed rhymes, jingles, and songs...
- Understand key literacy concepts, letters and sounds...
- Share stories in play to represent and make meaning...
- Use symbols in play to represent and make meaning...
- Awareness of the relationship between oral...
**Term 4, 2010, Data/Evidence of children’s oral language and communication skills.**

![Graph showing data analysis]

**Limitations:**
The limitations for the “children are effective communicators” strategic direction are the same as the increased mathematical knowledge limitations. So please refer back to this section of the report. (pg 4)

**Recommendations:**
- Due to more of a focus on the numeracy component of our Site Improvement plan, we have not attended any Training and Development on Children’s communication and oral language development.
- To allocate more funds towards Oral Literacy training across the preschool and Childcare for all staff to attend is important, as this outcome is centre wide in 2011.
- Using the evidence, set up small groups of children with similar oral literacy needs, and have explicit teaching time for oral literacy and communication strategies/concepts. This will also be more inclusive of all children and their current needs and level.
Strategy Direction 3:
Self Governance

Target:
Form A New Centre Based Governing Council Whole

Strategies

- Recruitment and induction of executive roles and members
- Constitution work, renaming, and aligning the preschool and childcare constitutions
- Name change process started in 2008 finally completed 2010
- Network SA Responsibility of Governing Council Training
- Numerous visits and employment of Network SA services
- The formation of New Governing Council had big roll on effect of work load
- Sarah, Helen and Sharon Jan 2010 attended Network SA Training on the new award Children’s Services Modern Award 2010
- Financial viability was questioned further after new award training expenditure needs and expectations
- OSHC decision, lost one stop shop market
- Network SA financial budget training Feb Sarah and Sharon
- Deficit Budget, narrowed down from $61,000 down to $41,000 we followed recommendation’s from Network SA, set up meeting with DECS about deficit budget followed further recommendations from Sharon Jamieson, Gaynor Ramsey and Jasmin Lowcock.
Strategic Direction 4
Whole Site Financial Viability

Target:
“To work towards financial viability and sustainable childcare for the Two Wells Community.”

Strategies:
• Business Plan drafted
• Raised fees
• Dropped/lowered before and after preschool fees
• ½ days versus full days align fees accordingly
• Stopped staff discounted care (fringe benefit not equal to all staff)
• Grant applications Parent SA, RRR, Community Benefit, Water grant ???
• Cap baby bookings at 5 avoid booking in child if it changes ratio due to cost eg: child pays $5.90 per hour staff costs $21.00 hour need 3 - 4 kids to cover cost.
• Align admin hours with FTE formula 1 hour per 1 FTE
• Set roster - Meets needs of modern award (contracts in line with award and permanent staff and shifts appointed)
• Defined office roles and responsibilities, currently draft form, however it will continue to evolve as we are now trialling just a site Director next term
• Surveyed customers and stakeholders’ needs, occurred, in June, results need further analysis
• Staffing and leadership feedback surveys (Aug/Sept)
• Baby garden still not completed
• Childcare room division separate 0-2yr area and 3-5yr area both inside and outside
• responsible officer training, Business SA, Care factor network, phone link member, visited Nuriootpa CCC and TVCCC, CCCSA members, network SA members, ARMSU Members, preschool association members, Barossa Childcare Directors group, etc
## 2.0 ENROLMENT OUTCOMES 2010

For The Two Wells Childcare

### No of Children in Care and FTE

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2.1 ENROLMENT
&
2.2 ATTENDANCE

For the Two Wells Preschool

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2.3 PARENT OPINION SURVEY

Parent Opinion Survey Feedback Comments

- “Teachers are always willing to listen to questions/concerns and give helpful and specific advice. Easy to talk to”.
- “Mainly a fault of my own I don’t have enough involvement or communication with staff as my child gets brought to and from preschool by childcare. Would love to organise time to meet and chat with staff”.
- “Impressed with detailed programming sent home – clear and well explained so I can support this learning at home.”
- “My child is really happy at preschool. You seem to be continually aiming to improve the learning environment for the children. Well Done.”
- “I find teachers react promptly to issues or concerns raised and support the children.”
- “I think TWCCC is a fantastic preschool. My child loves attending & my other cannot wait. Thank you for your care and compassion.”
- “I love seeing all the girls bend over backwards helping with my child, and when we see an improvement they all join in with my excitement. I couldn’t pick any problems with anything; they are all so willing to learn more to help me with my child.”
- “My child seems to be learning a range of different things from general knowledge to letters of the alphabet and numbers. I am surprised at how he is coming back from preschool with new information. I’m not sure of how the teachers assess the student’s ability/knowledge.”
- “The Governing Council meets monthly where all parents are invited to attend. The dates are in the newsletter and a crèche is provided. Parents are invited to help out.”
- “Teachers are always ready to talk to me as a parent regarding my child. They know my child and give me quality feedback. His portfolio is of an excellent standard, thanks to the teacher updating it. There are photos and information on what the school is doing in the centre. There is a curriculum newsletter. Parents are given an opportunity to view how the teacher and students interact during the morning where numerous educational and fun activities are set up. Parents are welcome to stay until they feel comfortable.”