



# Yankalilla Community Children's Centre

N/A

## 2022 annual report to the community

Number:

Partnership:

Signature

Preschool director:

Ms Rebecca Heath

Governing council chair:

Mel Nicholson

Date of endorsement:

24 March 2023



Government  
of South Australia  
Department for Education

# Context and highlights

## Context

Yankalilla Community Children's Centre is a rural integrated children's centre that provides preschool, long day care and a community playgroup. It serves a large, diverse and growing district that incorporates the towns and catchment areas of Inman Valley, Delamere, Torrens Vale, Hay Flat, Parawa, Second Valley, Rapid Bay, Cape Jervis, Wattle Flat, Myponga, Carrickalinga and Wirrina Cove. In 2022 our preschool program had an enrolment of 30 when we commenced the year which increased to 36 by term 4 resulting in us going from part-time to full-time. The preschool children attend two days a week one week and 3 days per week the alternative week.

The preschool is staffed by two preschool teachers, an early childhood worker and a preschool support worker (average in 2022 - 15 hours per week). Our child care had another excellent year with growing numbers of local families

wanting to use child care our weekly average utilisation was 32 way above our budgeted figure of 27.5. Our waiting list also continues to grow with it now sitting at 30 children awaiting care.

COVID really hit our site hard in 2022 and in January we were forced to close the centre for a week due to 1 case in the site and the site needing to have a deep clean. It was a hard year with COVID impacting greatly on our sites ability to have a full staff team as often there were educators out regularly with COVID or other illnesses. We managed to get through with minimal impact on the children and the families. Thanks to the staff team who demonstrated great flexibility often working extra hours or coming in on their days off.

We in 2022 had a change over in our child care team with 3 of our educators moving on at the end of the year. It was decided that this would be a good opportunity to restructure the centre and allow educators to move into different rooms to continue to grow their pedagogy.

The Director role was advertised in Term 4 but unfortunately no-one applied for the role so I was approached to take on the role for another year which I have agreed to. The Director role had planned to have no teaching role for the first 6 months of 2023 to allow a new leader to settle in, be able to better support the child care if staffing continued to be an issue and to also provide a whole leadership view.

## Highlights

We continue to have a number of students in the centre including forming a partnership with Yankalilla Area School and Matek to offer placement for students undertaking their Certificate 3 in Child Care as part of their Year 11 and 12 studies. After finishing their placement at the centre we welcomed three students Rikkilee, Jazmin and Kelly Mac as part of our regular relief pool. We have had also new relief educators Penny, Chantal and Josie who have all moved into our community. This has meant that we have been able to keep the centre fully staffed at all times and allow educators to start taking much earned regular breaks from the centre which wasn't possible in 2021.

The centre continues to finance a playgroup leader for the second year in a row as part of our commitment to offering opportunities for young families to connect with other families in our community. This service is well supported with the number of families coming to the service increasing in 2022, with the playgroup averaging about 10 families each session which is a credit to Gabby our playgroup leader and the creative way she offers playgroup.

We also formed a partnership with the Lullaby Project and had families come in and create a song for their child/ren which they then recorded at our local recording studio and performed in our community accompanied by local singers and musicians. This project built attachment, early literacy and a love of music capacity in families and their young children.

A big thankyou to the children, families, staff, educators and Governing Council members for their support during yet again this turbulent year.

Bec Heath  
Director

# Governing council report

2022 proved to be another challenging year with COVID effecting the centre throughout the year both the families, children and educators of the centre. It was decided that those families who provided evidence of COVID would not be charged for the week absence in 2022.

The Governing Council yet again reinvested the profit back into the centre with the \$15,000 spent on replacing or purchasing new children's resources this included a new home corner set for the Under 2's, new construction sets for Over 2's and new tables and chairs for kindy \$1,000 was also spent on updating the books to be more inclusive of diversity in our community.

The freezing of the child care fees and absorption of child care wage increases occurred again in 2022 resulting in no fee increases 4 1/2 years which is unheard of in the child care sector and meant some relief for families facing financial pressures in other parts of their lives.

The separation of child care and kindy finances was finally completed this past year with the centre now able to produce financials for both the services. This has been a major undertaking and we thank Brooke for her perseverance in ensuring that the centre is compliant with the new requirements.

Policies continued to be reviewed and we implemented full days only in the centre and for all new families to have direct debit to pay fees in line with recommendations from the Department for Education, for the separation of finances. Thanks to Kristy for all her diligent work on the policies and keep the centre and Governing Council/Management Committee abreast with latest changes.

We again provided the educators a subscription to the Early Childhood Australia training hub so that they could do webinars remote. We supported another educator to undertake their Diploma in Child Care paying for the course and 2 hours study relief each week.

Unfortunately some bigger projects that were approved, such as the resurfacing of the carpark had to be held over till 2023 due to trades not being available to undertake the work.

I would like to thank you all; parents and children, Governing Council members, and lastly but by no means least, the incredibly dedicated staff of Yankalilla Community Children's Centre, for helping us on the journey.

Mel Nicholson  
Chairperson

# Preschool quality improvement planning

Learning improvement goal 1: To strengthen children's ability to understand, interpret and use key concepts of literacy such as rhythm, rhyme, letter sound relationships and syllables.

After analysing the data of our main feeder schools and AEDC Data it was found that our children once they go to school struggle with phonological awareness. One of our educators had been to the music education strategy professional development and had learnt about the strong link between music and phonological awareness. We set up reflection journals for each educator and released them once a month to undertake directed reflection to improve their practices. All educators developed an implementation plan and this was used to develop their professional development plans. They have established a personal goal and implementation plan based on the strategies presented by the Kristy Fudge at our professional development on music and the link to phonological awareness. We had professional development throughout the year on phonological awareness and then moved onto exceeding themes and then each staff meeting focused on one Quality Area.

As a result of our critical reflection and professional development, children are now being observed more engaged in the increased music experiences being offered across the centre. Children were now demonstrating more ability to identify rhyming words, chunking words into syllables and predicting rhyming language. Children across the centre spontaneously doing rhyming during their play which has been wonderful to hear. This has been in evidence through educator's observations, learning stories, assessments of learning and children's learning journals. We as educators are more aware of the purpose of music and its strong connection to children's literacy development, educators have been observed offering a significant increase sustained shared thinking to increase children's phonological awareness. Educators observations indicated that children were using onset and rhyme, alliteration and hearing and suggesting rhyme. Educators during brainstorming sessions at staff meetings were reporting back that since they had included more music in the curriculum that they were seeing children requesting more music, quiet children joining in during songs at group times, and children sharing their new knowledge on rhyming with families at home. Observations of educator's interactions verbally with the children demonstrated educator's abilities to take on the knowledge gained from critical reflections of our pedagogy and newly gained knowledge from professional articles, professional development and webinars.

After undertaking the critical reflection and professional development has made educator aware of what the value of music is in the curriculum and its important role connecting with phonological awareness. Critical reflection is now becoming embedded in our culture as a site and educators are able to better articulate not only their successes but their struggles. Taking on board not only the feedback from this year's LET observation morning but also last years enabled us to ensure that we were progressing the children's oral language.

Recommendations: What are the next steps to take?

We have seen post COVID an increase in children that we have been referring to the behaviour coach and parents reporting mental health issues in their children. Our AEDC data indicates that emotional maturity is less on track for children in our district. There has been a significant increase in children who are unable to regulate their emotions resulting in them less able to access the curriculum. Our focus will be on children's ability to self regulation and attachment theory.

Error: Subreport could not be shown.

## Financial statement

Funding Source	Amount
Grants: State	\$465,686
Grants: Commonwealth	\$495,210
Parent Contributions	\$292,868
Other	\$2,637

## 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	Educators undertook a closure day focused on numeracy with the Early Childhood Leader Karen Hogan and then the funding enabled the centre to fund the educators to carry out a numeracy audit and purchase more resources to support numeracy. Educators attended a workshop on promoting phonological awareness through music and the funding enabled educators to implement changes to their pedagogy to include more music into the curriculum.	Children were observed having a better understanding and awareness of numbers and were observed spontaneously including numbers and pattern into their play. Children were observed demonstrating word awareness, onset rhyme awareness and segmenting words into sounds. Children were more engaged in group times that included more music and and were engaging in the patterns of language throughout the centre.
Inclusive Education Support Program	in 2022 we had a number of children with speech delays as well as children with additional needs. The funding was used to support children with special needs to be engage in the curriculum through speech programs, early intervention and resources bought specifically to support the children. Educators were able to actively engage with outside agencies for support for the children, including Briars Outreach Program and Country Health Service. All children benefited from the IESP funding but those children with special needs were observed to have significant growth and development	All children benefited from the IESP funding but those children with special needs were observed to have significant growth and development. The children with speech delays were observed to be progressing and our speech pathologist reported back that the children were improving in their language . Those children with additional needs were observed by external providers to be progressing and better engaging with the curriculum.
Improved outcomes for non-English speaking children who received bilingual support	N/A	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.