



OCEAN VIEW COLLEGE CHILDREN'S CENTRE

ANNUAL REPORT 2022



Form summary

Report type

Please indicate your report type. This will determine the questions you need to complete in this form.

Preschool (SACE questions, and other questions not relevant to preschools will be excluded)

Site details

Site name Ocean View College Children's Centre

Site ID 5658

Name of preschool director Mrs Kelly Squire

Name of governing council chairperson Tracie McLennan

Upload an image you would like to be used on the front page of your Annual Report Kimochi 1.jpg

Overview

Ocean View College Children's Centre is a Department for Education Children's Centre for Early Childhood Development and Parenting. The Centre offers a range of programs for children birth to age six and their families, on the Ocean View College B - 12 campus. Programs include playgroup, occasional care (3 x over 2's & 1 x under 2's sessions), and preschool with universal access.

The Centre is located in Taperoo and is a category 1 preschool.

The Centre has a large staff team including Preschool and Occasional Care educators. Allied health staff consists of an Occupational Therapist and Speech Pathologist. We also have a Family Practitioner (FP) in a Social Worker capacity, who supports children, families, staff, and other agencies (such as DCP). A Community Development Coordinator (CDC) supports the community, children, families and staff at the centre and organises a variety of programs.

Site context and highlights

Community Playgroup runs each Friday for 1.5hrs. Where possible, we also run playgroup during the school holidays for continuity and to provide play opportunities for all children during break times. Playgroup attendances have averaged 5-8 families per week. Families have appreciated the strong connections made with a smaller group.

Food Bank and Oz Harvest continued to be a great success with families. A number of past families continue to access this service. Our CDC has made strong connections with other community groups that offer food parcels for families

Governing council report

The Children's Centre is part of the Ocean View College Governing Council. The Director attends council meetings and presents regular reports on the quality improvement plan, children's learning, professional development, and relevant operational information.

The combined Governing Council, provides numerous opportunities for collaboration across a B-12 site.

In 2022, we had a focus on sharing data, working with The Smith Family and Happy Haven OSHC services.

An invitation is extended at the beginning of each year, for a parent representative to be part of the council. Unfortunately, we didn't have anyone for 2022.

Relationships with children is consistently our priority at Ocean View Children's Centre. All educators are passionate about being in the moment with children, and allowing them time and space be ready to interact in the preschool environment.

Responsive and meaningful interactions build trusting relationships which engage and support each child to feel safe and secure.

Families have a critical role in early development of their child's learning. We are passionate about collaborative relationships with families and communities. We provide a variety of opportunities for families to connect with our support services. We value being able to interact with families on a daily basis.

Preschool quality improvement planning

Our preschool environment is an engaging space to explore and learn. Our indoor area provides a calming effect through the use of natural tones and resources, and spaces for individual and group interactions. In our outdoor environment, the children can connect with the land through the sandpit/mud kitchen, campsite area, grassed areas and music tree.

Our PQIP goal for 2022 was around developing children's speaking and listening skills and extend their reciprocal conversations with peers and educators. Our teaching was supported through the use of PreLit Early Literacy Program. The program guides the learning time to be focussed on concepts to support phonological awareness. We shared a text each fortnight that reinforced the concepts. Most importantly, we role modelled phonological awareness skills in our everyday routines and play experiences. The use of PASM and other 'assessments', highlighted how confident the children were in using rhyme, syllabification, first sounds and concepts of print.

Preschool enrolment

Number of children enrolled at the preschool for term 4 2022:	18
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Performance and attendance

Please enter the % of children that attended your preschool in Term 4	65.5
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Attendance comment

A number of Indigenous children's attendance was irregular due to complex family situations. Three students moved away from the area.

Enrolments have grown steadily throughout the year. The preschool program is adversely affected by the same first day policy, as a large number of families do not enrol their children prior to the

September placement process, which makes planning difficult. Many of our families have significant complex situations, which has an impact on their ability to take the first step towards enrolling their child. Often they do it in their own time. Facebook promotions and an increase in playgroup attendance, have seen steady growth in families enquiring about our centre.

Destination comment

Ocean View College continues to be the Centres main feeder school. Out of the 18 enrolments, 10 students will attend Ocean View College, 2 students will attend a special school/special options program, 1 student will attend a private school, and the remaining 5 students will be returning for their preschool year in 2023.

Students transitioning to school in 2023, were supported through regular classroom visits, playdates and set transition visits.

Behaviour and parent opinion

Surveys were distributed to all families with children enrolled in the preschool program. 55% of families responded to the survey.

Parent survey

1 - I think my child receives high quality teaching at this preschool

80% agree/strongly agree

2 - My child's teachers know what my child can do and what he/she needs to learn

80% agree/strongly agree

3 - This preschool has the expectation that children will learn

80% agree/strongly agree

4 - Teachers are enthusiastic in their teaching

90% agree/strongly agree

5 - I am satisfied with the learning programs offered at my child's preschool

80% agree/strongly agree

6 - My child's teachers clearly inform me about the learning program

70% agree/strongly agree

7 - My child's teachers make learning interesting and enjoyable

90% agree/strongly agree

8 - Teachers at this preschool really want to help my child learn

70% agree/strongly agree

9 - The preschool has an excellent learning environment

90% agree/strongly agree

An area to focus on moving forward is more intentionality around information communicated to families about their child's learning.

Screening history

Relevant history screening

The site has a spreadsheet for all staff listing the expiry dates of relevant history assessments, RAN training, teacher registration and ACECQA approved first aid training.

All staff have completed their first aid training this year as a whole team. This has enabled us to practice scenarios as part of the assessment process. It also enables us to support one another when presented with a situation.

Financial statement

Grants: State	433155
Parent contributions	6740
Other	6301

Improved outcomes funding

Briefly describe how the funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes

We purchased all the picture books to support the PreLit (literacy) program. We developed play tables and resources to support each book.

Staff professional development around supporting children to think mathematically. Using agreed common language to support their thinking.

Outcomes achieved or progress made towards these outcomes

The children developed their phonological awareness through rhyme, syllabification, first sounds and concepts of print

The children used a variety of dispositions for learning as they engage in numeracy experiences

Briefly describe how the funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes

We provided a consistent staff member to support the children with extensive levels of adjustment. They engaged with them in developing self-regulation and social interactions with peers. Role modelling and scaffolding supported each child throughout their journey.

Outcomes achieved or progress made towards these outcomes

Children will...

- .interact with peers and adults using verbal and non-verbal communication
- .use language to express their feelings and ideas
- .understand the language of others to interact and explore ideas

Briefly describe how the funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes

N/A