



Mount Gambier Children's Centre for Early Childhood Development and Parenting 2016 Annual Report to the Community



Government
of South Australia
Department for Education
and Child Development

Mount Gambier Children's Centre for Early Childhood Development and Parenting

Preschool Number: 1698

Partnership: Blue Lake

Name of Preschool Director:

PAULINE BOSCO

Name of Governing Council Chair:

MARIO PERSELLO

Date of Endorsement:

21/02/2017

Context and Highlights

The Mount Gambier Children's Centre is in its sixth year of operation. The Centre was officially opened on September 9th, 2010 by the Minister of Education Mr Jay Weatherill. The site is co-located with the Mulga Street Primary School. We provide a new look service that offers an extended range of high quality programs to meet the needs of local families. Our Centre provides programs and services to meet the needs of families across the community and has developed a Hub at Melaleuca Park Kindergarten to provide equity of access to families. Our centre provides advantages of collaborative partnerships, transition between programs and access to educational and community services with the support of a Community Development Coordinator and a Family Services Coordinator.

Programs operating at the Children's Centre include:

Preschool program with half-day and full-day sessions and lunch care

Occasional Care provides 1 session a week for under 2 years of age and 5 sessions a week for over 2 years of age.

Playgroup operates on Friday 9 to 11am, weekly during term time.

Toolbox Parenting – six session program that provides parents with strategies to help them grow great kids.

Child and Family Health Service, 4 year old health checks by appointment.

Circle of Security is an 8 week attachment based parenting program that enhances the quality of parent/child relationships with a step by step approaching for promoting secure attachment in children.

Patchwork/Reunification Program – A supported (closed) program that encourages parents to discuss and reflect upon their individual issues that may have impacted on their children and made it difficult for them to be effective parents

Bringing Up Great Kids – A program developed by the Australian Childhood Foundation that encourages parents to reflect on their own childhoods and how that impacts on their current parenting style.

Targeted Playgroup – Supporting parents working with Families SA, to build their parenting skills

Highlights in 2016 include:

- National Quality Standards assessment and rating process - Exceeding Rating
- SA Excellence in Public Education nomination (Kelly Williams, FSC) and finalist (Fiona Pulford, CDC)
- Children's Artistic Voice project - Living the Charter
- Results Plus Project, Bookmaking

For further information please see 'Quality Improvement Planning' section

Report from the Governing Council

The Mount Gambier Children's Centre is a school based service please refer to the Mulga Street Primary School Annual Report for Governing Council Report.

Quality Improvement Planning

QUALITY IMPROVEMENT PLAN ACHIEVEMENTS

Quality Area 1: Educational Program and Practice

- Results Plus Project with Mount Gambier preschools and Junior Primary teachers and a focus on developing children's literacy and numeracy skills through playful pedagogy. Our cluster group included Mulga Street PS, Suttontown PS and Nangwarry CPC. Playful pedagogies are effective because they are child centred and create learning experiences that encourage children to become active and engaged partners in the learning process. Children can take ownership of their own learning with open ended possibilities. Playful pedagogies respect each child's identity and uniqueness' by teaching children how to think in place of what to think, acknowledging that children are competent and rich in potential.
- Bookmaking Inquiry Research project with a focus on oral language development, storytelling and narration skills. Educators engaged in reflection on educator practice and children's learning and presented our project at a Literacy Expo with Results Plus cluster participants from the Blue Lake Partnership and South East Coast and Vines.
- Becoming familiar with the preschool literacy and numeracy indicators and links to the Australian school curriculum. We focused on important learning processes that support children's development including: noticing, wondering, generalising, comparing, reasoning and communicating.
- Daily / Weekly Educator reflection and emergent curriculum planning

Quality Area 2: Children's Health and Safety

Policies and procedures

- Updated Sun Protection Policy • Glitter Bug hand washing program • Updated toileting procedure

Quality Area 3: Physical Environment

- Outdoor and indoor spaces were reviewed and designed to facilitate nature play and quality play experiences to promote children's learning dispositions and wellbeing. • Sensory play mud kitchen.
- Developing numeracy skills through collage, 2D and 3D construction and loose parts play.

Quality Area 4: Staffing Arrangements

Educator, whole team shared professional learning opportunities.

- 'Results Plus' Inquiry project focused on bookmaking pedagogy and a Playful Literacy course with Lisa Burman. This promoted consistency in educator practice and improved continuity of learning from preschool to early years of schooling.
- Wellbeing: PERMA plus training commenced with staff team
- Wellbeing: Childhood trauma presentation for staff team by FSC was valuable to develop a common understanding and increased knowledge of identifying and supporting children who have experienced trauma
- STEM: Science, Technology, Engineering and Mathematics in the early years - educator reflection on educational programs and children's learning outcomes

Quality Area 5: Relationships with Children

- 'Play is the Way' with Mulga Street PS to support children's social skills and wellbeing.
- Circle of Security: attachment and emotional wellbeing

Quality Area 6: Collaborative Partnerships with Families and Communities

- Shared learning conversations with parents in Term 2 as part of developing children's Individualised Learning Plans
- Effective school transition processes
- Links with relevant community and support agencies established and maintained.

- Celebrating and representing the Mount Gambier Charter for Children through the Children's Artistic Voice Project

Quality Area 7: Leadership and Service Management

- Effective process for quality improvement planning and reviews.
- Networking with educational leaders as part of the Blue Lake Partnership.

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2014	55	54	55	55
2015	61	65	64	66
2016	54	54	53	

Based on person counts in the two week reference period each term. Excludes pre-entry. Source: Preschool Data Collection, Data Management and Information Systems.

Enrolment Comment

The Enrolment Cap was set at 55 for 2016 by HR / DECD.

Enrolment numbers remained stable with little transience in 2016.

Our enrolment cap for 2017 was initially set at 55 and was later increased to cater for community demand.

Our increased enrolment cap for 2017 is 66 and we have a current enrolment of 60

Attendance

Year	Term 1	Term 2	Term 3	Term 4
2014 Centre	90.9%	90.7%	89.1%	89.1%
2015 Centre	91.8%	90.8%	89.1%	90.9%
2016 Centre	88.9%	88.9%	86.8%	
2014 State	90.0%	88.9%	86.1%	87.1%
2015 State	90.5%	88.5%	86.3%	86.3%
2016 State	89.6%	88.7%	87.7%	

Based on attendances recorded in the two week reference period each term, and calculated to an average unadjusted daily attendance (deemed attendance). Attendance percentages are based on the calculated deemed attendance (integer), divided by the number of enrolments. Excludes pre-entry.

Note: Figures have been revised for previous years, using integer deemed attendance not decimal.

Source: Preschool Data Collection, Data Management and Information Systems

Attendance Comment

Attendance percentages were lower than previous years and slighter lower than the state average in term 1 and 3. In previous years attendance percentages were slightly higher than state average. Good attendance was promoted by providing families with the flexibility needed to support attendance such as parents being able to change their child's days at Kindy according to changes in their work days. In 2016 we were unable to provide families with the same flexibility as previous years. We hope to improve attendance rates in 2017. We have consulted with families about preferred sessions on enrolment and have organised children's sessions to best cater for the needs of families as far as possible in 2017.

Destination Schools

Site number - Name	Feeder Schools		
	2014	2015	2016
0290 - Reidy Park Primary School	0.0%	7.9%	3.9%
0422 - Suttontown Primary School	0.0%	7.9%	2.0%
0501 - Yahl Primary School	0.0%	3.2%	0.0%
0724 - Compton Primary School	3.9%	1.6%	2.0%
1021 - McDonald Park School	1.9%	1.6%	0.0%
1650 - Mulga Street Primary School	86.5%	76.2%	88.2%
8260 - Tenison Woods College	5.8%	1.6%	3.9%
9031 - St Martin's Catholic Primary School	1.9%	0.0%	0.0%
Total	100%	100%	100%

Destination Schools Comment

The majority of children transitioned to Mulga Street P.S. with 88.2% starting at the onsite campus. The remainder students transitioned to other local schools, according to those schools being their closest neighbourhood school (school of right).

The increase in children transitioning to Mulga Street P.S. was also due to families seeking to enrol at Mulga Street as a 'school of choice' indicating a high level of satisfaction with the school partnership.

Note: Decrease to Mulga Street in 2015 due to increase in rural enrolments.

We noted a low enrolment to Non-Govt. schools indicating a high level of satisfaction in public education.

Client Opinion Summary

Overall parent opinion indicates a high level of satisfaction with the preschool, with a majority of strongly agree and agree responses across all four areas.

Quality of Teaching and Learning - 60 to 93% strongly agree.

93% Teachers are enthusiastic in their teaching and Excellent learning environment indicates a positive response to our reflective practice on children's engagement and creating inspiring spaces for learning

Support for Learning - 53 to 87% strongly agree

87% Children happy and the Preschool provides a safe and secure space for children indicates a positive focus on wellbeing

Relationships and Communication - 60 to 93% strongly agree.

93% Feeling comfortable to approach teachers to talk about children's progress

87% Children from all backgrounds and cultures are treated fairly

Leadership and Management - 60 to 93% strongly agree.

93% Confidence in how the preschool is managed.

80% Effective educational leadership

Areas to further develop are opportunities for parents to be involved in decision making parents' opinions and children know how to behave at preschool. Ways to further develop this in 2017 include encouraging parents to be involved in Governing Council, 'coffee and chat' parent meetings and making parents voice more visible in the educational program.

Parent Comments

Quality of Teaching and Learning - I am very happy with the high level of teaching and watching my child's skills grow.

Support of Learning - The resources available to my child are impressive

Relationships and Communication - Communication with the preschool is excellent in both directions

Leadership and Decision Making - I'm very happy with all aspects of my child's preschool

I feel very fortunate that my child goes to this preschool

Other comments

very impressed with the kindy my son loves it and it's very welcoming to me as well big thumbs up :)

DECD Relevant History Screening

All staff met requirements and were up to date with relevant history screening for the whole of year.

All practicum students, volunteers and the local artist involved in the Children's Artistic Voice project met the required relevant history screening.

Financial Statement

	Funding Source	Amount
1	Grants: State	\$400
2	Grants: Commonwealth	
3	Parent Contributions	
4	Other	

2016 Preschool Annual Report: Improved Outcomes Funding

Improved Outcomes Category (where applicable to the site)	Briefly describe how the 2016 funding was used to improve the relevant DECD Standard of Educational Achievement * outcomes (where applicable):	Outcomes achieved or progress towards these outcomes:
Improved outcomes for numeracy and literacy	Professional learning: Results Plus, Bookmaking Inquiry Project, Lit / Numeracy	Improved Literacy and Numeracy skills including oral language
Improved ECD and Parenting Outcomes (Children's Centres only)	Hub and Spoke approach. Kelly Williams (Family Services Coordinator) provided a range of programs and demand for our parenting programs has increased significantly the last 2 – 3 years and continues to grow. The demand for families working with Families SA continues to increase as support provided by the Children's Centre is seen to have significant positive outcomes for these families. Fiona Pulford (Community Development Coordinator) coordinated 'Family Services Collaboration' meetings for program delivery, Melaleuca Hub, Aboriginal families.	Equity of access for families to programs and services. Improved parenting skills and reunification.
Improved outcomes for children with disabilities	Up to 10 children received funded P preschool Support. The main target of support was Speech and Language Development. Children were supported with a targeted DECD speech pathology program. An increasing number of children needed support for speech articulation and benefited from a 1:1 therapeutic approach with a recommended speech program.	Improvement in children's speech and language was linked closely to improvement in children's confidence, social literacy, engagement and positive transition.
Improved outcomes for children with additional language or dialect	n/a	n/a

* The DECD Standard of Educational Achievement is defined as children and young people progressing and achieving at or above their appropriate year level.