Renmark Children's Centre
Annual Report
2012

Renmark Children's Centre for Early Childhood Development and Parenting is part of a collaborative early childhood initiative which brings together care, education, health, community development activities and family services for families and their young children from birth to eight years of age.

Renmark Children's Centre for Early Childhood Development and Parenting aims to support children and families to achieve the best possible learning, health and wellbeing outcomes in a universal setting with targeted responses for families who may require additional support. The following four priority themes are from the Children’s Centres Outcomes Framework:

a. Children have optimal health and development.
b. Parents provide strong foundations for their children’s healthy development and wellbeing.
c. Communities are child and family friendly.
d. Aboriginal children are safe, healthy, culturally strong and confident.

All Children’s Centres work is based on principles promoted through the Virtual Village: Raising a Child in the New Millennium; Report of the Inquiry into Early Childhood Services (2005). These include:

- The interests of the child are paramount.
- The child is always viewed in the context of their family, carers, culture, relationships and community.
- Integrated service provision puts children and families at the centre of all efforts.
- Families are supported and actively engaged in services, programs and decision making.
- Accountability is to the family and local community as well as to other key stakeholders.
- Strengthening the capacity of the community enables more supportive environments for children and families.
- Programs are responsive to local needs and circumstances.
- Joined up service delivery and agency partnerships are needed to address multiple disadvantages.
- All staff operate on the basis of cultural respect and cultural inclusion.
- Improved outcomes are achieved through cumulative impacts from a comprehensive range of universal and targeted interventions at multiple levels.
- Promoting health, learning and development at both the population level, and for families and children, are central aims.
- Services are of a high quality and are evidence based.

Renmark Children’s Centre is an integrated services site (Preschool and Long Day Care – Child Care) that is committed to the wellbeing, health, care and education of all children, families, staff and members of our community.

Through consultation, we have established our core values to be:

\[ \text{respect} \quad \text{partnerships} \quad \text{persistence} \quad \text{accountability} \]

We value and promote a sense of ownership through collaboration and participation which maximises positive learning outcomes for all.
We believe that each child is individual, unique and important, and has the right to develop to their full potential. To facilitate this, we aim to:

- provide a curriculum based on ‘Belonging, Being, Becoming’ that allows children to explore, imagine, create, problem solve, develop independence, socialise, have fun, play often and learn,
- provide a high quality, supportive and accessible, care and educational environment that caters for each child and family’s needs,
- provide opportunities for children and their families to become involved in centre programs and services,
- provide opportunities for children and their families to develop stable and caring relationships with staff and others,
- respect and value the cultural and social diversity of children and their families.

We believe that the staff are one of the centre’s most valuable resources. In order to provide a high quality program, we aim to:

- provide job satisfaction,
- value the skills and knowledge that each individual staff member brings with them,
- respect diversity of staff backgrounds and experiences,
- encourage and provide ongoing professional development opportunities,
- maintain a safe and supportive working environment.

We believe that parents and families are the child’s first educators. To complement and support this, we aim to:

- welcome parents and family members with respect and sensitivity,
- encourage communication between staff and parents and carers,
- respond to individual family needs,
- recognise and respect the diversity of families,
- create, support and encourage involvement and participation including governance,
- provide information about other services available in the local community.

We believe that the centre is a valuable community resource. In order to make a significant contribution, we aim to:

- build relationships with other community agencies and advocate for families in our community,
- provide an accessible, flexible and high quality service in response to changing community needs,
- promote respect for and pride in our immediate environment and encourage good environmental practice in the broader community.
Below is an outline of our sites Quality Improvement Plan focus areas and outcomes for 2012.

**Quality Area 1: Educational program and practice**

*This quality area of the National Quality Standard focuses on ensuring that the educational program and practice is stimulating and engaging and enhances children’s learning and development.*

<table>
<thead>
<tr>
<th>Standard/element</th>
<th>Outcome/goal</th>
<th>Steps to outcome/goal</th>
<th>Progress notes</th>
</tr>
</thead>
</table>
| 1.1.1            | Review of current programming and planning. | • All staff teams to review their programming and planning  
                  • Sharing of processes at staff meeting  
                  • Common programming elements identified | • Staff met and identified common and successful elements of programming  
                  • Individual groups met to discuss the process for programming and assessment  
                  • Programming processes were discussed and positives and negatives identified in performance development meetings  
                  • Documented Renmark Children’s Centre programming elements |
| 1.2.1            | That all children are assessed against oral language tools/strategies. | • Preschool staff assess children with TROLL tool on entry and 3rd term assessment  
                  • Analyse data to identify gaps and issues in children’s development  
                  • Strategies identified for child care staff to be involved in oral language development in the centre  
                  • Oral language development strategies to become embedded in practice | • As a whole staff we identified what oral language is  
                  • We discussed as a whole staff the benefits that a rich oral language environment provides for the development of children daily  
                  • Preschool have established routines for oral discussion with children as a way of providing practice for children  
                  • Outcomes include the “owl” philosophy of Observe, Wait and Listen  
                  • Preschool have established small groups with a focus on speech & language and play  
                  • Oral language combined with physical language signs/and or visuals  
                  • Where gaps in children’s development are identified through assessment professional services are accessed for both the child/family and educators |
Effective communication with parents and educators.

- Parent involvement in programming and planning via activity board and/or planning proforma
- Staff discussion re transition points for children
- Parents can contribute to the planning for their child’s programming via a number of formal and informal means including:
  - Our Space board (Preschool)
  - 2nd term interviews (Preschool)
  - Daily feedback and discussions with parents/carers
  - Formal feedback on learning stories
  - Enrolment packs – Child Profile
  - Observation sheets in child care with space for parent feedback

Where to next?

Our focus for 2013 will continue to be transition points for children in our service who attend Child Care and Preschool.

We plan to continue with our 4 year old integrated programme, which enables 4 year old children who attend Child Care, to join the Preschool programme Monday to Thursday. The 4 year old programme is held in the “Eagle room” (preschool room). This programme is supported by Preschool staff and one Child Care Educator, who work collaboratively together.

Our Oral Language inquiry will see staff revisiting “Levels of questioning” as a means of supporting all children’s Oral Language skills and development. This work will be supported by the Riverland Community Health Speech Pathologist and DECD Speech Pathologist.

Quality Area 2: Children’s health and safety

This quality area of the National Quality Standard focuses on safeguarding and promoting children’s health and safety.

<table>
<thead>
<tr>
<th>Standard/element</th>
<th>Outcome/goal</th>
<th>Steps to outcome/goal</th>
<th>Progress notes</th>
</tr>
</thead>
</table>
| 2.1.1            | First aid procedures clarified and acted upon by staff. | • Review current first aid procedures and site documentation  
• Relevant policy reviewed  
• Staff informed of procedures and relevant policy | • Whole site incident report form implemented  
• Forms sighted/signed by Director |

| 2.2.4            | Staff have relevant First Aid qualification (specific to role). | • Staff records of training kept  
• Individual needs/requirements addressed at Performance Development meeting | • Relevant staff updated First Aid qualifications  
• Rostering of qualified staff and records kept |

Where to next?

In 2013 relevant polices will be reviewed and updated as necessary. Risk assessment processes to be reviewed and clear processes developed and documented. “Authority to collect” child records to be updated for all children.
Quality Area 3: Physical environment

This quality area of the National Quality Standard focuses on the physical environment and ensuring that it is safe, suitable and provides a rich and diverse range of experiences that promote children’s learning and development.

<table>
<thead>
<tr>
<th>Standard/element</th>
<th>Outcome/goal</th>
<th>Steps to outcome/goal</th>
<th>Progress notes</th>
</tr>
</thead>
</table>
| 3.3.2            | Hen house and composting project to be initiated. | • Apply for project grants  
• Link to our programming and planning - linking to EYLf  
• Program inclusive of children’s voice  
• Engaging parents and community | • Hen house established (Grant from Credit Union, SA) |
| 3.1.1            | Appropriate shelving erected in the child care storage shed. | • Allocate funding  
• Stock take of resources  
• Identify needs - indicated in OHSW audit in 2011: sharing resources across site to contribute to integration | • Shelving erected  
• Stocktake completed |

Where to next?

Our 2013 focus will be to document sustainability practices across the site and link these to the Early Years Learning Framework. This plan will be shared with our Centre community. The under 2 year old outdoor play space will be redeveloped to make it a more challenging play space which will incorporate natural elements and be more inclusive of children with special needs.

Quality Area 4: Staffing arrangements

This quality area of the National Quality Standard focuses on the provision of qualified and experienced educators, co-ordinators and nominated and experienced supervisors who are able to develop warm, respectful relationships with children, create safe and predictable environments and encourage children’s active engagement in the learning program.

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<thead>
<tr>
<th>Standard/element</th>
<th>Outcome/goal</th>
<th>Steps to outcome/goal</th>
<th>Progress notes</th>
</tr>
</thead>
</table>
| 4.1.1            | There is documented evidence of the Certified Supervisor on site throughout day. | • Develop strategies/processes to record and inform staff re the certified supervisor allocations and rosters  
• Child Care roster and Preschool contact staff roster displayed in staff room | • Whiteboard used in foyer  
• Rosters available in staffroom |
| 4.2.1            | There will be staff performance development logs for different roles. | • Develop staff performance development logs  
• Performance development processes are documented relevant to roles within appropriate awards | • Performance review meetings were held twice during the year for all staff  
• Written feedback letters provided to all staff at the end of the year |
Parents will be informed about the Early Childhood Australia (ECA) Code of Ethics.

- Develop strategies for parents to be informed of the Code of Ethics
- A copy of Code of Ethics will be available in the policy folder and displayed in the centre
- Newsletter is used to communicate to parents
- Code of Ethics poster displayed in foyer

Where to next?

In 2013 Performance & Development staff log books will be introduced. This document will outline the Performance and Development cycle, roles and responsibilities, programming expectations aligned to the National Quality Standards and pro formas for staff use. Self reflection tools will also be developed for staff (in line with Job and Person specifications, National Professional Teacher Standards for teachers).

Parents and carers will be more informed and aware of the Early Childhood Australia (ECA) Code of Ethics.

Quality Area 5: Relationships with children

This quality area of the National Quality Standard focuses on relationships with children being responsive, respectful and promoting children’s sense of security and belonging. Relationships of this kind free children to explore the environment and engage in play and learning.

<table>
<thead>
<tr>
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</tr>
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</table>
| 5.2.2            | To develop and document whole site strategies to support behaviour guidance. | - Develop children’s strategies to maintain positive relationships  
- Conduct whole centre staff meeting to share successful strategies and develop tool box  
- Staff to develop their own tool box  
- Use visual displays to support positive relationships | - Staff meeting agenda item  
- Step 9 teacher shared positive strategies when responding to children’s inappropriate behaviour  
- Photographs of children displayed, linked to the Early Years Learning Framework |

Where to next?

To focus on embedding one of our values; “respect” in our daily practice in our site. This value was identified in the 2011 review of our Quality Improvement Plan. Staff will review “respect” in relation to centre values and align with principles and practices.

The observation tools of Reflect, Respect, Relate (RRR) will be used to collect data on relationships and wellbeing. Data will be analysed to inform future quality improvement priorities.
## Quality Area 6: Collaborative partnerships with families and communities

This quality area of the National Quality Standard focuses on collaborative relationships with families that are fundamental to achieving quality outcomes for children and community partnerships that are based on active communication, consultation and collaboration.

<table>
<thead>
<tr>
<th>Standard/element</th>
<th>Outcome/goal</th>
<th>Steps to outcome/goal</th>
<th>Progress notes</th>
</tr>
</thead>
</table>
| 6.1.1            | An effective enrolment and orientation process is developed. | - The Director will meet every family that enrolls at the Centre  
- Relevant information about individual children and families is shared with the appropriate staff team contact  
- Review current processes | - Director meets with families or delegates to Assistant Director  
- All enrolment forms to be completed correctly  
- Staff have access to enrolment forms  
- Families introduced to staff |

### Where to next?

In 2013 a review of the current transition program with local feeder schools will occur. This will enable conversations regarding the Single Entry policy to occur and agreed strategies and processes documented. This will result in effective transition processes being implemented and documented to meet the needs of local children and families.

## Quality Area 7: Leadership and service management

This quality area of the National Quality Standard focuses on effective leadership and management of the service that contributes to quality environments for children’s learning and development. Well-documented policies and procedures, well-maintained records, shared values, clear direction and reflective practices enable the service to function as a learning community. An ongoing cycle of planning and review, including engagement with families, creates the climate for continuous improvement.

<table>
<thead>
<tr>
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<th>Steps to outcome/goal</th>
<th>Progress notes</th>
</tr>
</thead>
</table>
| 7.1.4            | To document oral language practices across the centre Birth to 5 years. | - Conduct a Preschool Pupil Free Day  
- Using team meeting times  
- Whole centre staff meetings  
- To work in partnership with DECD speech pathologist  
- Children’s oral language development will be assessed | - Pupil Free Day held  
- Staff meetings to discuss Oral Language  
- Preschool Programme - Speech/Language group  
- Play based learning group  
- Riverland Community Health Speech Pathologist: 5 weeks x Child care – speech program |

### Where to next?

Oral Language will continue to be one of our focus inquires in 2013. Future actions include facilitating a parent workshop on the importance of oral language for children’s learning. We also plan to develop an oral language pack for families (this will also have a numeracy component, which will support DECD priorities).

Staff will map a planning cycle using the DIAf (DECD Improvement and Accountability Framework) and NQS (National Quality Standard) model. This will ensure clear processes for continuous improvement at the site level.
In Term 3 we implemented an *Early Intervention Speech and Language Programme*. This was the result of Preschool staff discussions of how best to utilise Preschool Support funding to improve the learning outcomes of identified children.

Below is an outline of the intervention programmes purpose and structure.

**Benefits for staff:**
- To develop staff skills
- Deliver programmes confidently
- To understand programmes and specific goals within these
- Collaborative assessment
- Develop planning and recording

**Benefits for children:**
- Improve speech
- Improve language
- Improve play based learning
- Intensive session
- Consistent delivery
- Contextual learning/play
- Purposeful
- Clustering of children
- Target individual needs

**Educators involved:**
- Disability Coordinator
- Speech Pathologist
- Preschool Teachers
- ECW’s
- Bilingual ECW
- Director

**What it looked like:**
- Small groups of children (4-6 in a group), with the focus being –
  - Speech – Cluster reduction / Phonological awareness
  - Language – play based learning
- Disability Coordinator and Speech Pathologist taking a key lead in group times, with a teacher and/or ECW i.e. 3-4 staff present
- Groups operating one day per week (2 groups for each focus area, morning and afternoon)
- One individual SMART goal for each child to be identified prior to the commencement of the programme
- Educators to record notes, observations for each child (throughout week)
- Small groups to have use of the ‘Quiet Room’
- Resources to be developed for small group programme

**Outcomes:**
- Staff observing Speech Pathologist delivering specific programmes
- Individual children’s programmes embedded in whole preschool programme
- Evidence of one SMART goal being achieved for individual children
Intervention Programme Evaluation:

- **What worked well:**
  - The whole centre seems to be running more smoothly in that children are responding to the routine and visual timetable being presented each day.
  - Use of the same story every day for a week and basing activities and language activities around the book.
  - When the book is used throughout the week, children are using the vocabulary in their everyday play and enjoy joining in with the book reading.
  - Use of individual timetables.
  - Children are responding well to the routines of individual groups.
  - Attempting a new way of using Preschool support time.
  - Examining and reflecting on different teaching methodologies.
  - Structure / routine.
  - Hello and goodbye song.
  - Sign language.
  - Children advanced quickly.
  - Syllable clapping.
  - Support from Regional Office personnel.

- **What will be continued in 2013:**
  - Visual timetable to reinforce routines.
  - Use of one book per week, to help with learning and programming.
  - Working in small groups on targeted goals e.g. syllables, rhyme, play sequencing and language development.
  - Speech and language group and play based learning.

All of our Preschool programs are inclusive of all children, including targeted groups. For example; Aboriginal children, English as a second language children, children with special needs. All children have an Individual Learning Plan (ILP) in line with the Early Years Learning Framework.
Renmark Children’s Centre Additional Programs

**The Community Development Coordinator** works to increase community capacity to support families to provide the best opportunities for every child. The Community Development Coordinator’s work with families focuses on increasing their parenting capacity, linking them with a range of services, and encouraging their participation within their community and in the directions of the Centre. The Community Development Coordinator also promotes partnerships across a broad range of local services and organisations and establishes interagency programs to meet the needs of the community.

Please find below a report from the Community Development Coordinator, Wendy Cormick.

**Harmony Day Event – Harmony Circles**
The Harmony Circles event was a collaborative event that was open to the whole community from young children to adults. It was a symbolic event designed to raise awareness and acceptance of the cultures that make up the Renmark community. The event took place on the Renmark Primary School oval and involved all education facilities on the Renmark Education site including:

- Renmark Children’s Centre
- Renmark Junior Primary School
- Renmark Primary School
- Renmark High School
- TAFE SA
- Chaffey Community Centre

The event was based on each site forming a circle with the students holding hands (as per the Harmony Day promotional material) and having a balloon tied to their wrist, which would later be released. The Children’s Centre formed the first circle and walked clockwise, the Junior Primary formed the next circle on the outside and moved anti-clockwise, the Primary School formed the next circle moving clockwise, and so on until all groups were represented. Once all the circles were flowing, the balloons were released creating a symbolic display of harmony.

**Renmark Children’s Centre Art Exhibition**
The Renmark Children’s Centre in conjunction with the Renmark Paringa Council held an Art Exhibition to celebrate ‘The International Day of Families’ on 15th May 2012. The International Day of Families is observed on the 15th of May every year. The Day was proclaimed by the UN General Assembly resolution in 1993 and reflects the importance the international community attaches to families. The International Day provides an opportunity to promote awareness of issues relating to families and increase the knowledge of the social, economic and demographic processes affecting families. To celebrate this important day the Renmark Children’s Centre involved the staff and children in creating artwork that reflects ‘their’ family. All artwork was created by the children at the Renmark Children’s Centre and was displayed for a two week period starting on the 14th May. The Exhibition was launched on Tuesday 15th May from 5:30 pm to 6:30 pm at the Renmark Civic Centre on Eighteenth Street in Renmark by the Renmark Children’s Centre Director, Gale Hansen.

**Whiteboard Survey for Fathers**
This idea came from a staff member because previously we have had difficulty engaging fathers in providing any feedback. It was proposed that a whiteboard be placed in the foyer with questions, as fathers drop off their children they could answer the questions. This would make it more accessible for fathers to provide feedback than delivering a paper based survey. The information gathered was used in the Partnership Group action plan to ensure we promote and engage with fathers at the Centre.
**Volunteers**
A register for people interested in volunteering was created to formalise volunteering at the Centre. A policies and procedures package was developed to encourage people to volunteer and to value what they do and ensure they understand their responsibilities. There were five volunteers (not including Governing Council) at the Centre in 2012 who were involved in a range of activities. Most of those people have moved into paid work or further education.

**Partnership Group**
The Partnership Group was well attended throughout the year. A planning session was held in November and was well attended. The group agreed to focus on three issues; Engaging Community, Increasing Parenting Skills and Involved Fathers. The action plan was developed and will be circulated in early 2013 and when finalised, all agencies will be responsible for implementation.

**Car Boot Sale**
A Car Boot Sale was held in the car park of the Centre in October 2012. The idea was for parents to sell, exchange or buy second hand items. Parents at the centre were asked to donate goods for a cake stall at the sale. The cake stall made $395 and the donations were overwhelming. Ten parents registered for the sale which was held on a Saturday morning. All involved said they would be involved again and asked us to have a Car Boot Sale every term.

**Reception to Year 3 Dance Party**
The Dance Party was organised by parents from each of the four local primary schools with the CDC facilitating the event. The venue was donated by the Renmark Hotel, the DJ donated his time and equipment, the Riverland Youth Theatre did a hip hop dance display, the Freestyle Karate Club did a demonstration and there was no cost to parents. Parents had to stay with their children and all parents danced and played games. The feedback from parents has been very positive and we have been asked to hold this event again next year in term 2. Planning will take place in term 1 2013.

**Walk and Talk**
The walking group was attended sporadically throughout the year with one family regularly attending. Although the walking group was beneficial to that one family, we decided that another approach was needed to engage with more families. In 2013 parents can meet at the Centre and walk to the Renmark Library Preschool session and then move to the adjacent playground for connecting and discussions.

**Report from Governing Council**

Governing Council approved both the Preschool and Child Care budgets for the financial year.

Additional facilities/resources: approved and purchased from the budgets or Fundraising account included – upgrade to the Child Care bathroom (new toilets, tiling of floor, new toilet partitions and doors, painting), whiteboards put up in the Consulting room, staffroom and preschool, new pin-boards in Child Care and Preschool, new furniture for the Parenting Room (coordinated by the Community Development Coordinator), lockers for staff’s personal belongings, new cot mattresses and new toys and resources for Preschool and Child Care rooms.

In October our Centre hosted 8 Indonesian Delegates and two staff from the Telethon Institute for Child Health Research (Adelaide Branch). The delegates were visiting SA and WA to find out how their Education systems work with an emphasis on the Early Years.

A number of successful Fundraising activities were held throughout the year. Some of these included: Easter raffle, Mother’s Day raffle, Fathers Day raffle, Safari Bags at the Riverland Field Days, Family Night barbeque tea and Christmas stocking raffle.
Enrolments

Figure 1: Enrolments by Term

Total Enrolments 2010 - 2012

Table 1: Enrolments by Term

<table>
<thead>
<tr>
<th>Year</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>55</td>
<td>53</td>
<td>51</td>
<td>48</td>
</tr>
<tr>
<td>2011</td>
<td>57</td>
<td>50</td>
<td>55</td>
<td>49</td>
</tr>
<tr>
<td>2012</td>
<td>56</td>
<td>65</td>
<td>58</td>
<td></td>
</tr>
</tbody>
</table>

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

Enrolments remain steady. There has been a slight increase over the last few years.

Attendance

Figure 2: Attendance by Term

Attendance Percentages 2010 - 2012
Table 2: Attendance Percentages 2010 - 2012

<table>
<thead>
<tr>
<th>Attendance Percentage</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010 Centre</td>
<td>87.3</td>
<td>96.2</td>
<td>100.0</td>
<td>95.8</td>
</tr>
<tr>
<td>2011 Centre</td>
<td>96.5</td>
<td>94.0</td>
<td>96.4</td>
<td>95.9</td>
</tr>
<tr>
<td>2012 Centre</td>
<td>87.5</td>
<td>86.2</td>
<td>89.7</td>
<td></td>
</tr>
<tr>
<td>2010 State</td>
<td>88.8</td>
<td>90.3</td>
<td>88.0</td>
<td>88.2</td>
</tr>
<tr>
<td>2011 State</td>
<td>89.9</td>
<td>89.1</td>
<td>88.4</td>
<td>89.6</td>
</tr>
<tr>
<td>2012 State</td>
<td>87.4</td>
<td>85.9</td>
<td>84.4</td>
<td></td>
</tr>
</tbody>
</table>

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

Our Preschool attendance percentages over the last 3 years, have been higher than the State percentage. Educators continue to develop positive relationships with children and families. A Preschool Attendance Policy is implemented as necessary.

Feeder Schools

Table 3: Feeder School Percentage Data 2010 - 2012

<table>
<thead>
<tr>
<th>Feeder Schools</th>
<th>Type</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>0153 - Glossop Primary School</td>
<td>Govt.</td>
<td>2.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0377 - Renmark North Primary School</td>
<td>Govt.</td>
<td>2.0</td>
<td>2.1</td>
<td></td>
</tr>
<tr>
<td>0378 - Renmark West Primary School</td>
<td>Govt.</td>
<td>2.0</td>
<td>2.1</td>
<td></td>
</tr>
<tr>
<td>0532 - Berri Primary School</td>
<td>Govt.</td>
<td></td>
<td>2.1</td>
<td></td>
</tr>
<tr>
<td>0721 - Cobdogla Primary School</td>
<td>Govt.</td>
<td>2.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1279 - Renmark Junior Primary School</td>
<td>Govt.</td>
<td>61.3</td>
<td>74.0</td>
<td>62.5</td>
</tr>
<tr>
<td>8334 - St Joseph's School - Renmark</td>
<td>Non-Govt.</td>
<td>34.0</td>
<td>20.0</td>
<td>31.3</td>
</tr>
<tr>
<td>8457 - Riverland Christian School</td>
<td>Non-Govt.</td>
<td>2.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>99.9</td>
<td>100.0</td>
<td>100.1</td>
</tr>
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</table>

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 and Information Systems

Data shows that a majority of children who attend our Centre enroll at Renmark Junior Primary School which is located across the road of the Centre.

A collaborative transition programme is conducted with Renmark Junior Primary School.
Client Opinion

DECD Parent Opinion Survey 2012
6541 Renmark Children's Centre Inc
Aggregation of Preschool Survey Responses
Parent Opinion - Quality of Teaching and Learning

Data analysis:

Quality of teaching and learning
2011 100%
2012 93% - 100% Average 97%

Overall, the results are high showing a positive degree of parent satisfaction.
Data analysis:

Support of learning

- 2011: 86% - 100%
- 2012: 79% - 100%  Average 94%

Overall, the results are high showing a positive degree of parent satisfaction.
Data analysis:

Relationships and communication

2011  93% - 100%
2012  80% - 100%  Average 91%

Overall, the results are high showing a positive degree of parent satisfaction.
Data analysis:

Leadership and decision making

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<thead>
<tr>
<th>Year</th>
<th>Range</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>86% - 100%</td>
<td>86%</td>
</tr>
<tr>
<td>2012</td>
<td>67% - 100%</td>
<td>Average 86%</td>
</tr>
</tbody>
</table>

Overall, the results are high showing a positive degree of parent satisfaction. However, two areas to focus improvement on are: parents contributing to educational programs and parents participating in decision making around their child’s education.
Please find the following financial information attached:

- End of Year Profit and Loss (Budget Analysis)
- Financial Report Summary

Gale Hansen
Director Early Childhood Education and Care