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.

This Annual Report meets the Australian Government requirements under the School’s Assistance (Learning Together through Choice and Opportunity) Act 2004.
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:

    respect    partnerships    persistence    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.
Quality Improvement Plan

Below is an outline of our sites Quality Improvement Plan focus areas and outcomes for 2013.

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>
<tbody>
<tr>
<td>1.1.1</td>
<td>Review of current programming and planning.</td>
<td>• Whole centre term theme overview developed; linked to site priorities and the Early Years Learning Framework</td>
<td>• Whole centre term theme identified and overview format developed (to be implemented Term 1 2014)</td>
</tr>
<tr>
<td>1.2.1</td>
<td>That all children are assessed against oral language tools/strategies.</td>
<td>• Preschool staff assess children with TROLL tool on entry and 4th term assessment • Analyse data to identify gaps and issues in children’s development • Parent involvement in programming and planning via activity board and/or planning proforma</td>
<td>• TROLL data collated and analysed • Oral Language staff meeting with Renmark Primary School • Educator observations resulted in referrals to specialists e.g. Riverland Community Health, Kids Team, Speech Pathologist Parents contribute to the planning for their child’s programming via a number of formal and informal means including: - Our Space board (Preschool) - Daily feedback and discussions with parents/carers</td>
</tr>
</tbody>
</table>

Where to next?

Our focus for 2014 will be transition points for children in our service who attend Child Care and Preschool. Transition from Preschool to School will also be a focus area.

We plan to develop a whole site programming format which clearly captures our Centre’s learning priorities. Both inside and outside learning environments will be valued in a strong play based learning culture.

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>
<tbody>
<tr>
<td>2.3.2</td>
<td>Risk Assessment processes developed and documented.</td>
<td>• Establish Risk Assessment processes</td>
<td>• Risk Assessment process documented • Authorisation for Excursion form reviewed and updated • Polices reviewed</td>
</tr>
</tbody>
</table>
Policies reviewed and updated.

- Review of policies in regards to the NQS
- Policies reviewed
- Policies ratified by Governing Council
- Parents/carers informed of policies being reviewed

**Where to next?**

In 2014 a record of staff qualification will be maintained and available for easy access. Policy folders will be established for staff and parent/carer access.

### 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>
| 3.3.1            | Documenting sustainability processes across the site. | • Form an action group to develop a long term environmental sustainability plan  
• Centre practices are communicated to the community | • Sustainability action plan developed  
• Sustainability and Environmental Education School Planner completed  
• Hub group formed |

**Where to next?**

Our 2014 focus will be to further 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 has been approved to be redeveloped and plans have been finalised.

### 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.*

<table>
<thead>
<tr>
<th>Standard/element</th>
<th>Outcome/goal</th>
<th>Steps to outcome/goal</th>
<th>Progress notes</th>
</tr>
</thead>
</table>
| 4.2.1            | There will be staff performance development logs for different roles.  
Parents are informed about the Early | • Develop staff performance development logs  
• Performance development processes are documented relevant to roles within appropriate awards | • Performance and Development staff log books introduced  
• 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 |

• Develop strategies for parents to be informed of the Code of Ethics  
• Code of Ethics poster displayed in foyer
Where to next?

In 2014 Centre culture will be a focus. Peer observations and discussions will be implemented, and critical reflection encouraged. This will lead to deprivatising practice. The Reflect, Respect, Relate resource will be used as a means for data collection.

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>
<th>Standard/element</th>
<th>Outcome/goal</th>
<th>Steps to outcome/goal</th>
<th>Progress notes</th>
</tr>
</thead>
</table>
| 5.2.2            | To develop and document whole site strategies to support behaviour guidance. | • Develop children’s strategies to maintain positive relationships  
• Use visual displays to support positive relationships | • Staff meeting agenda item  
• Professional Development – “Autism”, presented by Inclusive Directions  
• Use of visuals throughout the Centre |

Where to next?

To focus on embedding our values; respect, persistence, accountability and partnerships in our daily practice. Staff will review Centre values and align with high quality principles and practices.

The Family Services Coordinator and Community Development Coordinator will lead staff discussions and focus groups about child development and parent engagement.

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  
• Enrolment Policy and Orientation procedure documented |

Where to next?

In 2014 a Leading Transitions project will be implemented. Partnerships will be formed with Renmark Children’s Centre, Renmark Primary School, Renmark High School and Tafe SA. The aim of the
project is to provide peer support to transitioning students at all levels of education, and leadership opportunities for students to engage with their community, build confidence and reduce barriers faced by students who are moving to the next level of education.

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>
<th>Standard/element</th>
<th>Outcome/goal</th>
<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. | ● Whole centre staff meetings  
● To work in partnership with DECD speech pathologist and Community Health Speech Pathologist  
● Parents are informed and supported in developing oral language skills for their children | ● Preschool Programme  
- Speech/Language group  
- Play based learning group  
● Oral Language staff meeting with Renmark Primary School  
● SERU article published – “Play Based Intervention in a Kindergarten Context” by Judith Taylor and Kerri Bennetts, DECD |

Where to next?

Numeracy will be a focus across the Centre in 2014. Parents will be informed and supported in developing numeracy skills for their children.

Staff will review our 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 and further prepare our Centre for assessment.

Intervention and Support Programs

**Intervention and support programs / strategies implemented:**

- 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 groups.
- Play based learning groups.

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.

Guitar Mania
The Guitar Mania project ran for all four terms in 2013. Overall there were 30 participants (including one parent) who learned to play four basic chords on the guitar. All participants had to sing and play songs of their choice and then perform to a live audience. The first group performed to the Lions Club of Renmark at their annual meeting and then to their family and friends at the Children's Centre. The second groups (one at The Children's Centre and one at Renmark West Primary School) performed at their school concerts and at the Centre's Family Night. We received funding from the Lions Club of Renmark and from DEEWR to purchase eight guitars and accessories, and a new PA system for the Centre.

Volunteer Videos
Organised a parent to volunteer time and expertise to make video stories for centre volunteers who have moved on to work or study. The video has been running on our television in the reception area.

Harmony Day
Held a Harmony Day event in collaboration with the Renmark Primary School, Renmark High School, Tafe SA, the Chaffey Community Centre and Renmark Children's Centre. The parents and children who attended reported that they enjoyed the balloon release and the plane flying over. Photos in the Murray Pioneer showed all the circles and children moving together. The MC did a fantastic job of organising all the children.

Art Exhibition
Negotiated with the Renmark Council to hold an Art Exhibition for the second year to celebrate International Day of Families. All children at the centre created a piece of artwork to be displayed. The council staff talked about what they were currently doing in the Renmark Paringa area for families and the Mayor launched the exhibition on the 15th May 2013. Families were invited to the launch and for supper. The Murray Pioneer took photographs of children with their artwork which were printed in the local paper over two weeks.

Partnership Group Action Plan
Created the Partnership Group Action Plan for the Centre with some measurable outcomes to guide the work of the Partnership Group for the year.

Reflections on Fatherhood
Organised a session for parents with Mandy Seyfang called Reflections on Fatherhood.

Food Revolution Day
Celebrated Food Revolution Day (Jamie Oliver) on 17th May 2013 by setting up a display in the Centre’s foyer with a little table set for two and a recipe swap for parents. The parents and staff supplied their favourite healthy recipes and they were left at the table for others to take a copy. The children and parents loved the display because it caught their attention as they came in through the front door and the children wanted to stop and see the plastic food and have a pretend drink from the cups.
**Family Fun Time**
Held a Family Fun Time session where the Family Services Coordinator and I participated in the session with the parents. The session was about playing games with your family and spending time without the television or computer bonding with children. There were eight parents who participated and they seemed to enjoy the games and activities that Andrew Mickam presented. It was a very loud session because the parents were so engaged.

**Renmark Primary School Parent Group**
Attended the Renmark Primary School parent group meetings to work with them on projects and events.

**AEDI**
Attended AEDI advisory committee meetings to determine how we can better engage communities with the data together with using the data for planning at a local level.

**RISS**
Attended the Riverland Information and Services meetings.

**SFA Network**
Attended the Skills For All network meetings.

**Car Boot Sale**
Organised a Car Boot Sale for the 14th September 2013 so that parents in the community could buy, swap and sell items that their children have outgrown. Sought donations of barbeque supplies from local businesses to have a sausage sizzle on the day. Also asked parents to donate items for a cake stall to raise some funds for the Centre.

**Dance Party**
Formed a committee of parents from each of the local primary schools to organise the Dance Party. The Dance Party was for 4 – 10 year olds in the Renmark community where parents must stay with their children. There were dance games that ensured children and parents interacted in a fun way through dance. The parents on the committee organised a suitable date, a DJ, a venue and promoted the Dance Party through their school newsletter and in their local community. There were some demonstrations on the day from a local ballet group who did a classical dance and a hip hop dance to show children and parents what is available to them.

**What's Your Big Idea**
Held a competition for the 'What's Your Big Idea' to encourage parents at Renmark Children’s Centre to think of ideas for community projects that involve parents, children, local businesses and other services.

**Playtime**
Applied for funding through CBB to continue the Playtime sessions which were previously funded by the Department of Sport and Recreation. We were not successful with this application but may apply for other funding to hold these sessions as staff at the Centre believe they are a great way to connect with parents.

**Leading Transitions**
Applied for funding through FRRR to run a ‘Leading Transitions’ project. The project is a Leadership program across primary school and high school that addresses the needs of children who are transitioning from kindy to primary school, primary school to high school and high school to TAFE. The project will also offer leadership opportunities to all students through community engagement strategies. The aim of the project is to provide peer support to transitioning students at all levels of education, and leadership opportunities for students to engage with their community, build confidence and reduce barriers faced by students who are moving to the next level of education. Other opportunities for leadership will include a partnership with the local ABC radio for students to present a school news program, a Passport Program where parents and students are able to gain credits for volunteering, doing homework and being involved in community activities, and the ongoing training of peers to provide the transition program.
School Newsreaders
Contacted ABC Radio to see if they were interested in doing a ‘School Newsreaders’ segment on the radio. They were very keen to do a segment that the children at the Renmark Primary School source, write and present on an ongoing basis. I met with two Primary School teachers who are also keen to start this project in Term one 2014.

Rough and Tumble
Held a Rough and Tumble session for Dads and Kids at the Renmark Children’s Centre. Six families booked in for the session but only three turned up on the night. The session was facilitated by two male staff members who did a fantastic job of demonstrating Rough and Tumble play to the Dads and would like to repeat this session next year. We had a BBQ for the families after the session and asked the Dads to complete a short questionnaire about what services they would use and what type of programs interested them.

Forever Fathers
Organised a ‘Forever Fathers’ session with Relationships Australia which incorporated Bringing Up Great Kids and Working it Out for the Kids however, we had no bookings for the session and so, rescheduled it for 2014.

Whiteboard Survey for Dads
Attempted a Whiteboard Survey for Dads to see if they had any skills or passions they would like to share with other Dads but again had little response.

Toy Swap
Assisted our Centre with a Toy Swap project where parents could exchange toys for a voucher which could then be used to purchase toys the following week. This was part of the Centre’s sustainability agenda. Only one parents brought toys in to swap. We will try this project again in 2014 and perhaps repeat it every term.

The Family Services Coordinator works alongside long day care, early childhood education and other services to help families develop and maintain safe, caring, connected and resilient relationships. Family Services Coordinators support parents to access the assistance they need, when they need it, within their own community. Family Services Coordinators are involved in interagency partnerships and promote shared agency responses to vulnerable families. They also provide advice and expertise on the effects of trauma, abuse and neglect to help increase the capacity and expertise of Children’s Centres in responding to vulnerable children.

Please find below a report from the Family Services Coordinator, Amy Drogemuller.

Bubs & Me
Bubs & Me has been successful in providing a meeting space for parents/carers with children under 18 months to meet, develop relationships and gain parenting support. The purpose of this group is to provide parents/carers whether it be their first or subsequent child with a sense of belonging to their local community though meeting other local families and to introduce families to the Renmark Children’s Centre and the wonderful events that are consistently held.

Taming Tots to Teens
Taming Tots to Teens is a parenting workshop discussing themes such as parenting styles, attachment, behaviour and behaviour management and brain development. AC Care regularly run this parenting group and this is the second year they have worked with the Renmark Children’s Centre to run the program at the centre.
**The Garden**
The Family Services Coordinator partnered with Together 4 Kids, Relationships Australia South Australia, to deliver this 6 session group at the Renmark Children’s Centre. The Garden focuses on building and developing relationships with parents and their child through the use of the garden theme and sensory exploration activities through play, music and movement.

**Let’s Read**
The Renmark Children Centre partnered with seven community organisations including; the RCC, the Renmark Library, Centacare (Independent Learning Centre), Headspace, RASA, Day Care provider, Renmark Music & Movement coordinator to deliver this government initiative. The Let's Read initiative focuses on promoting reading to children aged from birth to four years and provides free book packs including a library bag, DVD which provides parents with tips for reading to their children, information pamphlets and a book.

**Bringing Up Great Kids**
Bringing Up Great Kids program is a group program developed by the Australian Childhood Foundation. The Family Services Coordinator partnered with Relationships Australia South Australia to deliver this workshop at the Renmark Children’s Centre. The program uses mindfulness reflection to support parents to review and enhance patterns of communication with their children, to promote more respectful interactions and encourage the development of children's positive self-identity. It also works to establish a new relationship context for children and their parents through facilitating opportunities for positive exchanges. The program draws from child-centered and strengths-based perspectives, neurobiological development, attachment theory and narrative approaches.

**Health Promotion Officer – Aboriginal Children’s Services**
Please find below a report from the Health Promotion Officer – Aboriginal Children’s Services, Julie Walter.

**Renmark Aboriginal Families Team (R.A.F.T)**
Bushfoods, cultural identity, art and health and wellbeing including chronic disease prevention and management were the focus for the group activities for 2013.

Group members participated in a ten week well-being course facilitated by the Riverland Division of General Practice and included well-health checks, sessions on nutrition, hygiene, self-care, tobacco cessation and budgeting.

Planning began for an outdoor art / health project in partnership with the McCormick Centre for the Environment with support from Country Arts SA. The “Welcome Poles” project will be a highlight of the group projects for 2014 with plans to hold interactive Dreaming Story sessions with children from the early childhood, primary and high school services facilitated by members of the R.A.F.T group by June 2014.

Cooking sessions were held with Dillybag Bushtucka Foods using healthy recipes chosen by the R.A.F.T members. In celebration of National Aboriginal & Islander Children’s Day, R.A.F.T members and their children sang a traditional Ngarrindjeri song to the preschool children at the Renmark Children’s Centre. Group members attended the Jobs for Health workshops at Calperum Station in September including various topics such as bushfoods, culture and heritage, career pathways and mental health and wellbeing.

Other highlights included nutrition and gardening workshops with Tauondi College’s ‘Little Caravan of Fun’, creation of a giant catfish lantern for the Riverland Youth Theatre’s WATER 2013 Project, free-style art workshops, sessions on diet and diabetes, development of the McCormick Centre Art
“Welcome Poles” Project and several ‘hands-on’ art skills workshops in collaboration with the Australian Landscape Trust’s “My Art Our Culture” Project. Group members attended the RDGP’s healthy cooking course with plans to run a second program in 2014. Planning commenced for the RAFT Nunga Heart Foundation Walking Group to commence in 2014.

**NAIDOC Week**
Local events and activities were supported including the NAIDOC Week march and community awards on 8th July, Indigenous Art Exhibition and Lunch at the McCormick Centre on 9th July and the NAIDOC Week Children’s Activities at the Chaffey Community Centre on July 10th 2013.

**National Reconciliation Week/ Sorry Day and Mabo**
A photo display was created to showcase the Health Promotion work undertaken with the local communities. The HPO actively engages in the planning and delivery of significant events in collaboration with the RCHS Aboriginal Health Services and other agencies.

**Renmark Nunga Community Playgroup**
Commenced in Term 4, 2012 the program was well supported into 2013. Due to low attendance by families from mid year, the playgroup service has been suspended for the remainder of the funding period. Clear barriers to participation are not evident, however the three year old entry age for Aboriginal children to preschool and restricted access to the Playgroup due to the general community transport issues appear to be probable factors.

**New Program KPI’s**
The initial 3 year HPO ACS Children’s Centres Project under the COAG National Partnership Agreement on Closing the Gap in Indigenous Health Outcomes was completed on June 30th 2013. Additional funding has enabled a continuation of the project in a reduced capacity until June 2014. Three country positions at .5FTE were endorsed in September including Ceduna, Port Augusta and the Riverland. The original KPI’s including healthy eating; active play and oral health for 0-8 years have been expanded to include child safety/safe sleeping, immunisations, ear health and hearing, personal care, child development, breastfeeding, smoking avoidance and well health checks.

**AHPO Family Resource**
As a collaborative project by the combined Aboriginal Health Promotion Officer team, an Aboriginal and Torres Strait Islander specific health promotion resource has been produced for distribution to families.

Titled ‘The Right Start for Your Kid’s Health’, the booklet and fridge magnet provides basic information for parents and carers on healthy ears, deadly tucker, movement and play, oral health, child development, immunisation and child development. Resources will continue to be distributed locally through early childhood services and health services.

**Referrals and links with other health, education and social services**
The HPO supports Aboriginal parents and carers with referrals to a range of local and regional services and programs. Self-referrals continue to be encouraged with follow up support for individuals a value-add to the HPO role.

Ongoing advocacy and support for the Aboriginal families that engage with the early childhood services will ensure that communities remain connected to supportive networks and access the necessary services in line with their health, education and social service needs.

Commencing in January 2014, the Health Promotion Officer – Aboriginal Children’s Services will be based at the Renmark Children’s Centre each Tuesday. The on-site role aims to provide increased access to health promotion information, programs and resources and to provide additional support for
Aboriginal children, their carers and families and the Renmark Children's Centre staff. Also anticipated is an increase in local agency partnerships and networking opportunities within the early childhood services sector.

Renmark Children's Centre Partnership Group

Please find a statement from RDGP representative, Kerril Vowles.

RDGP has been very pleased to work alongside the Renmark Children's Centre during the 2012-2013 year. The partnership between RDGP and RCC enabled the provision of five education sessions delivered by Occupational Therapist and Mother Infant Therapist, Mandy Seyfang to parents and staff of the Renmark Children's Centre. Sessions focused on the importance of attachment between caregivers and children. Parents were provided with a range of practical skills and tools along with the opportunity to discuss common parenting concerns in a supportive environment with an expert facilitator.

Report from Governing Council

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

Four year old programme – This room structure continued this year. Our Preschool room is now the “Eagle” room, in keeping with our bird names for all our rooms.

Food Safety Audit – This was held on Tuesday 2nd April 2013. Overall the audit was very successful. Lyn Duckford and Gay White must be acknowledged for the work they did to ensure our Kitchen Service meets all regulations and food safety requirements.

Regional Pupil Free Day – This was held on Wednesday 29th May 2013. The Preschool staff team attended the day in Barmera, facilitated by Helen Barney Early Childhood Consultant. The day focused on curriculum programming, NQS and RRR (Reflect, Respect, Relate).

Painting – The Child Care rooms and Preschool were painted over two holiday periods. This was funded by DECD – ‘Maintenance Funding for Schools and Preschools’ program.

Fundraising – 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.
Figure 1: Enrolments by Term

Total Enrolments 2011 - 2013

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>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>66</td>
</tr>
<tr>
<td>2013</td>
<td>59</td>
<td>54</td>
<td></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 2011 - 2013

Based on person counts in the two week reference period each term. Excludes pre-entry.

Source: Preschool Data Collection, Data Management and Information Systems.
Table 2: Attendance Percentages 2011 - 2013

<table>
<thead>
<tr>
<th>Attendance Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year</td>
</tr>
<tr>
<td>------</td>
</tr>
<tr>
<td>2011 Centre</td>
</tr>
<tr>
<td>2012 Centre</td>
</tr>
<tr>
<td>2013 Centre</td>
</tr>
<tr>
<td>2011 State</td>
</tr>
<tr>
<td>2012 State</td>
</tr>
<tr>
<td>2013 State</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 1: Figures have been revised for previous years, using integer deemed attendance not decimal.
Note 2: Data for Term 3 and Term 4 2013 will not be reported. It is not comparable with previous years due to the transition to the Same First Day enrolment policy for preschools in 2013 creating a break in series.

Source: Preschool Data Collection, Data Management and Information Systems.

Our Preschool attendance percentages over the last year for Terms 1 and 2 were slightly lower than the State percentage. Educators continue to develop positive relationships with children and families. An Attendance Policy is implemented as necessary.

Feeder Schools

Table 3: Feeder School Percentage Data 2011 - 2013

<table>
<thead>
<tr>
<th>Feeder Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Site number - Name</td>
</tr>
<tr>
<td>------</td>
</tr>
<tr>
<td>0153 - Glossop Primary School</td>
</tr>
<tr>
<td>0274 - Monash Primary School</td>
</tr>
<tr>
<td>0377 - Renmark North Primary School</td>
</tr>
<tr>
<td>0378 - Renmark West Primary School</td>
</tr>
<tr>
<td>0532 - Berri Primary School</td>
</tr>
<tr>
<td>1279 - Renmark Junior Primary School</td>
</tr>
<tr>
<td>8323 - St Joseph’s School - Barmera</td>
</tr>
<tr>
<td>8334 - St Joseph’s School - Renmark</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</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%.
Data shows that a majority of children who attend our Centre enrol at Renmark Junior Primary School (now Renmark Primary School R-7) which is located across the road of the Centre.

A collaborative transition programme is conducted with Renmark Primary School and St Joseph’s School – Renmark.

**Client Opinion**

![Client Opinion Chart]

**DECD Parent Opinion Survey 2013**
6541 Renmark Children’s Centre Inc

**Aggregation of Preschool Survey Responses**

**Parent Opinion - Quality of Teaching and Learning**

<table>
<thead>
<tr>
<th>No.</th>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I think my child receives high quality teaching at this preschool.</td>
<td>0%</td>
<td>0%</td>
<td>15%</td>
<td>50%</td>
<td>40%</td>
<td>10</td>
</tr>
<tr>
<td>2</td>
<td>My child’s teachers know what my child can do and what he/she needs to learn.</td>
<td>0%</td>
<td>0%</td>
<td>20%</td>
<td>40%</td>
<td>40%</td>
<td>10</td>
</tr>
<tr>
<td>3</td>
<td>This preschool has the expectation that children will learn.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>50%</td>
<td>50%</td>
<td>10</td>
</tr>
<tr>
<td>4</td>
<td>Teachers are enthusiastic in their teaching.</td>
<td>0%</td>
<td>0%</td>
<td>10%</td>
<td>20%</td>
<td>70%</td>
<td>10</td>
</tr>
<tr>
<td>5</td>
<td>I am satisfied with the learning programs offered at my child’s preschool.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>40%</td>
<td>60%</td>
<td>10</td>
</tr>
<tr>
<td>6</td>
<td>My child’s teachers clearly inform me about the learning program.</td>
<td>0%</td>
<td>0%</td>
<td>10%</td>
<td>10%</td>
<td>70%</td>
<td>10</td>
</tr>
<tr>
<td>7</td>
<td>My child’s teachers make learning interesting and enjoyable.</td>
<td>0%</td>
<td>0%</td>
<td>10%</td>
<td>80%</td>
<td>10%</td>
<td>10</td>
</tr>
<tr>
<td>8</td>
<td>Teachers at this preschool really want to help my child learn.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>30%</td>
<td>70%</td>
<td>10</td>
</tr>
<tr>
<td>9</td>
<td>The preschool has an excellent learning environment.</td>
<td>0%</td>
<td>0%</td>
<td>10%</td>
<td>20%</td>
<td>70%</td>
<td>10</td>
</tr>
</tbody>
</table>

Data analysis:

**Quality of teaching and learning**

- 2011: 100%
- 2012: 93% - 100%  Average 97%
- 2013: 80% - 100%  Average 91%

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%
2013  80% - 100%  Average 97.5%

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%
- 2013: 90% - 100%  Average: 94%

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

Leadership and decision making

<table>
<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>
<tr>
<td>2013</td>
<td>90% - 100%</td>
<td>Average 99%</td>
</tr>
</tbody>
</table>

Overall, the results are high showing a positive degree of parent satisfaction. However, one area to focus improvement on is; 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