



Renmark Children's Centre 2016 Annual Report to the Community



Government
of South Australia
Department for Education
and Child Development

Renmark Children's Centre Preschool Number: 6541

Partnership: Renmark

Name of Preschool Director:

Gale Hansen

Name of Governing Council Chair:

Kerril Vowles

Date of Endorsement:

24 February 2017

Context and Highlights

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 Centre's Outcomes Framework:

- Children have optimal health and development.
- Parents provide strong foundations for their children's healthy development and wellbeing.
- Communities are child and family friendly.
- Aboriginal children are safe, healthy, culturally strong and confident.

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.

Our 2016 staff team consists of a Director, Administration Officers, Community Development Coordinator (CDC), Family Services Coordinator (FSC), Speech Pathologist, Cook, Child Care Educators, Preschool Teachers and Early Childhood Workers (ECW's).

Early Learning Languages Australia (ELLA)

We commenced the ELLA program trial with The Australian Government in 2015. Education Services Australia (ESA) were complimentary by our level of participation that they invited us to participate in the program again in 2016 and allowed us to keep the Ipads provided. As the program was so well received by children, parents/carers and staff we eagerly continued this in 2016. This was based on our Preschool exposing children to the French language through the use of Ipads and Apps.

Research shows that learning languages develops children's overall literacy, strengthening literacy-related capabilities that are transferable across learning areas. It also provides children with a head start towards language study at school.

Preschool Outdoor Learning Area Upgrade Project

Late 2015 we were notified that we were successful with our application for the DECD 'Preschool Outdoor Learning Area Upgrade Project'. As this project work is due to commence in 2017/2018, we still ensured that we progressed with our plans to support and improve outdoor play elements for our children. During the year plans were finalised for a dry creek bed and rock garden. This work was completed late term 4. In addition to this timber outdoor seating and mud kitchens were locally made.

Report from the Governing Council

The Governing Council for the Renmark Children's Centre was pleased in 2016 to see the beginning stages of our backyard re-development take place. Old and tired play equipment was removed from the Child Care outside space. Fresh sand was brought in, and our Child Care team have been busy creating new, exciting and ever changing play spaces for our children to learn and play in.

In the Preschool area, we were excited to re-develop a corner of the yard that has been problematic for a number of years now. The preschool children now enjoy a new sustainable and climate appropriate garden, the plants withstand exploring hands and small feet climbing over them.

Fundraising was successful again this year with many raffles throughout the year. The main fundraiser was the Safari bags sold at the Riverland Field Days.

Governing Council were pleased in 2016 to support an increase in administration hours. This has enabled better front desk coverage, which helps with parents paying fees and booking extra days of care.

Late in 2016, Governing Council attended the 'Renmark Education Partnership Branding Launch'. The Renmark Children's Centre plays an integral role in educating many children in our community and we are certainly an important part of this alliance. We look forward to seeing the success this partnership in the years to come.

Governing Council thanks our staff across Child Care and Preschool for their dedication and passion for working with our communities smallest and most important people. We look forward to another exciting year in 2017.

Kerril Vowles
Governing Council Chairperson 2016

Quality Improvement Planning

Quality Area 1: Educational program and practice

- Staff met and identified consistent elements of programming and assessment • Term programme shared with parents and feedback actively sought • Staff contribute to programme through observations, children's voice, theme ideas
- 'Children's Review Team' was established for the purpose of tracking and monitoring all children in the areas of literacy, numeracy and social development (including Growth Mindset)

Next steps: Fortnightly programmes available to all parents and feedback invited – "Our space" boards in all rooms. •

Continue with the 'Children's Review Team' to ensure all children are being monitored and individual learning plans are documented with a multi-disciplinary team approach.

Quality Area 2: Children's health and safety

- Health and Hygiene policy reviewed • Administration of medication procedure and forms reviewed and a clear process developed and documented • Site hazard management processes reviewed and documented

Next steps: Introduction of relaxation and yoga sessions with children. • Policies to be made available to families electronically.

Quality Area 3: Physical environment

- Application to Sidney Myer Trust for grant; \$10,000 granted • DECD Preschool Outdoor Learning Area program (POLA) - we are successful for Round 4 2017/18 • Formed an action group to develop a long term environmental sustainability plan
- Focus change from hens to guinea pigs • 'Take home' process initiated for guinea pigs

Next steps: Our major focus will be the POLA program and integrating child care and preschool children in the shared outdoor play space.

Quality Area 4: Staffing arrangements

- Staff engaged in high level professional learning completing the Marte Meo practitioner level training (internationally recognised) • "Instructional Rounds" were conducted to engage in improvement of pedagogy in line with the sites Numeracy and Literacy Results Plus action plan

Next steps: Staff will use video recordings of practice to reflect on the Marte Meo principles. • Preschool staff will continue to use the Preschool Numeracy and Literacy indicators to reflect upon and improve pedagogical practice.

Quality Area 5: Relationships with children

- Use of visual displays to support positive relationships • Educator Professional Learning - Circle of Security and Marte Meo • FSC worked alongside some staff and parents regarding issues such as daily transition routines and developmental support for a number of children

Next steps: The FSC will complete the Marte Meo colleague training. • A transition inquiry will be pursued in collaboration with Renmark Primary School.

Quality Area 6: Collaborative partnerships with families and communities

- Process document developed capturing opportunities for parents and families to contribute to the review of the QIP, policies and to the Centre Philosophy and Values
- Met with key personnel from local schools to review current transition processes

Next steps: In 2017 a continued focus will be on preschool to school transition.

- A public relations strategy will be developed to ensure the viability of centre services i.e. enrolments in child care will be limited in 2017 due to high numbers and demand. This will decline at the beginning of 2018.

Quality Area 7: Leadership and service management

- Instructional rounds were conducted in partnership with Renmark Partnership leaders – focus Numeracy in the preschool environment • Preschool staff working with numeracy/literacy indicators – focus on intentional teaching
- Assessment and recording rubrics designed to record literacy, numeracy

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2014	67	68	72	69
2015	59	68	66	62
2016	51	58	62	

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

In the first term of 2016 the enrolment figure was quite low (51) however during the course of the year it increased to a number that is closer to what is becoming our average enrolment - approximately 60 - 70 children.

It has become a pattern in recent years that families are not enrolling their children for preschool until late the previous year or early in the new year after the school year has started. Some of this can be attributed to parents not fully understanding the single intake policy resulting in their not being aware that their child is eligible to start. We have been addressing this through newsletters distributed through schools and preschools. This however only reaches those who are already in the education system. We are working to address wider reaching information dissemination through newspapers etc.

Attendance

Year	Term 1	Term 2	Term 3	Term 4
2014 Centre	83.6%	82.4%	69.4%	79.7%
2015 Centre	86.4%	83.8%	77.3%	80.6%
2016 Centre	86.3%	86.2%	72.6%	
2014 State	90.0%	88.9%	86.1%	87.1%
2015 State	90.5%	88.7%	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

Intermittent or erratic attendance at preschool sessions has historically been an issue for this centre. In recent years we have made it a focus to ascertain why this would be so. The following factors seem to be of significance:

- Many families do not reliably have access to a vehicle and are relying on walking to the centre; this impacts on attendance on days of inclement weather.
- We have a significant number of families who have opted to only send their children for fewer than 5 sessions citing personal preference as a reason. This tends to be more prevalent amongst families from a non-English speaking background.

We have found personal contact after unexplained absences to be the most successful strategy to address attendance and we are pleased to note that we have consistently lifted our attendance rate by an average of 3-4%. This will continue to be a focus in 2017.

Destination Schools

Feeder Schools (Site number - Name)	2014	2015	2016
0376 - Renmark Primary School	52.3%	62.5%	51.0%
0377 - Renmark North Primary School	0.0%	1.8%	5.9%
0378 - Renmark West Primary School	6.2%	8.9%	2.0%
1279 - Renmark Junior Primary School	9.2%	3.6%	2.0%
8323 - St Joseph's School - Barmera	1.5%	0.0%	0.0%
8334 - St Joseph's School - Renmark	29.2%	21.4%	35.3%
8457 - Rivergum College	0.0%	1.8%	3.9%
9008 - Our Lady of the River School	1.5%	0.0%	0.0%
Total	100%	100%	100%

Destination Schools Comment

Renmark Primary School is the main destination school for our families. We are located adjacent and regularly share programs and facilities.

St Joseph's Primary School, Renmark, is the next preferred destination. Their enrolment figure was higher in 2016 than previously due to a larger intake quota than previous years and a higher than average number of siblings enrolling.

We offer long day care which attracts families from a wider region. Children attend our centre in order to access childcare in conjunction with preschool. Once they start school they attend their local school.

We engage in transition programs with each school.

Client Opinion Summary

Survey results over the last few years have shown a positive degree of parent satisfaction in all areas.

Quality of teaching and learning

2014 72% - 100% Average 90%

2015 100% Average 100%

2016 90% - 100% Average 97%

Support of learning

2014 78% - 100% Average 90.5%

2015 100% Average 100%

2016 90% - 100% Average 95%

Relationships and communication

2014 73% - 100% Average 91%

2015 83% - 100% Average 99%

2016 90% - 100% Average 98%

Leadership and decision making

2014 67% - 100% Average 88.6%

2015 100% Average 100%

2016 80% - 100% Average 90%

Our centre actively encourages parents and staff to work in partnership towards optimal child development. To do this effectively we believe that a positive relationship between parents and staff is essential and that regular communication is the key to this relationship.

The following are some of the parent comments made:

- Love the idea of a second language (French) being introduced.
- Great teaching and learning programs in place, meeting individual needs.
- The staff at RCC Preschool provide outstanding support to my child. They go over and above our expectations and out of their way to ensure my child's needs are met.
- There is fantastic communication and outstanding staff.
- Communication is one of the really strong points of this centre.
- Leadership is friendly, welcoming and inclusive of all families and children.



DECD Relevant History Screening

DECD Relevant History Screening Compliance

Our site complies with the screening verification responsibilities. As such the following processes are in place:

- DECD staff – approved checks recorded on HRS portal.
- Child Care Staff Employees – approved checks are sighted and a record kept on file.
- Volunteers – approved checks are sighted and a record kept on file.
- Governing Council/Management Committee – approved checks are sighted and a record kept on file.

Financial Statement

	Funding Source	Amount
1	Grants: State	\$561463.71
2	Grants: Commonwealth	\$25738.28
3	Parent Contributions	\$516076.26
4	Other	\$534347.48

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	CDC projects: Baby Literacy, Produce Exchange, Transition presentations, Guitar Mania. FSC lead Baby Playgroup. This resulted in a partnership with (CaFHS) and saw the offer for baby weigh and measure and health advice from a CaFHS nurse during playgroup. Staff capacity to support children's social/emotional development was increased with Marte Meo training being delivered. The Marte Meo approach is a way of communicating with children in everyday interaction moments to activate their social/ emotional development.	Services and programs meet the Children's Centres Outcomes Framework. A partnership with CaFHS has emerged. Staff development/capacity building is at the core of our work.
Improved ECD and Parenting Outcomes (Children's Centres only)	Speech Pathologist facilitated; Staff Development (i.e. Key Word Sign, Visuals Training), Individual Client and Group Work.	All children had an Individual Learning Plan and NEP meetings were held with staff, parents and specialists. At these meetings targets were reviewed and new SMARTA goals set.
Improved outcomes for children with disabilities	Funding received fluctuated between 4 and 12.5hrs per week for up to 10 children. This funding changed as needs changed. Funding was allocated to staffing to carry out specific individual programmes provided or recommended by specialist services. Such programmes were: <ul style="list-style-type: none"> • speech and language programmes addressing articulation and/or language deficits • programmes addressing ASD and other social and emotional disorders • programmes addressing difficulties in fine and gross motor development. 	Children in small groups to learn everyday vocabulary. Strategies included: use of pictorial representations and signing to scaffold understanding of routines and choices.
Improved outcomes for children with additional language or dialect	This year we had children with a diverse range of cultural backgrounds - Vietnamese, Cantonese, Afghani, Punjabi, Greek, Turkish and Italian. This presented challenges as follows: <ul style="list-style-type: none"> • Some children were fluent in English but had cultural practices that needed to be accommodated. • Some children had no understanding of English and whose parents had very little understanding also. The funding received was allocated to staffing with the specific focus on addressing social and emotional wellbeing. 	Children in small groups to learn everyday vocabulary. Strategies included: use of pictorial representations and signing to scaffold understanding of routines and choices.

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