1. CONTEXT

Preschool Name: Carol Murray Children’s Centre  
Preschool Number: 6507  
Preschool Director: Deb Downing  
Partnership: Tatiara Wrattonbully

Carol Murray Children’s Centre provides education and care for children from birth to 5 years. The Centre operates 50 weeks of the year offering childcare for 50 hours per week and DECD preschool during term time.

Children in their eligible year of preschool are offered 15 hours per week in combinations of full day and sessional preschool. The Centre also offers lunch care and before and after preschool care in addition to the long day care program.

Families who live out of town access the preschool program via school buses with a pick up and drop off at our local primary school.

The childcare program is well utilised by the local community. During 2014 the average childcare utilization was 30.79.

2. REPORT FROM GOVERNING COUNCIL

Governing Council Highlights 2014

2014 was a year of change and challenge for the Centre.

The Governing Council has worked collaboratively within the subcommittee structures to ensure best quality outcomes for children and families at our Centre.

We held meetings regularly and during the depths of winter trialled an e meeting with great success.

Staffing subcommittee worked successfully to recruit a new team leader for childcare in our Centre. As a result of an extensive recruitment process we appointed a new team leader with experience and qualifications in both education and care. Courtney began work in the Centre in March 2014 and was successful in winning a teaching position closer to home. Courtney left CMCC in January to begin her teaching career.

Tarliya (cert3) also left our team at the end of 2014. Tarliya resigned to move to Adelaide, continue her studies and experience life away from her home and family.

At the end of year staffing subcommittee successfully recruited a new Team Leader and a new cert3 staff person. Belinda, Krystal and Kim have all begun their employment at the Centre.

Finance Committee ensured a budget was set and followed. The Centre continued to be financially viable despite a decline in preschool numbers in 2014. The annual DECD audit of our finance and site procedures was completed. Michelle our site admin and finance person is to be thanked for her accurate and precise work in the budget, payroll and staff award knowledge and skills areas.

Environment subcommittee organised working bees and tree plantings in the outdoor area. The Centre was painted inside and outside, the hitting wall completed and new paved areas have been completed. The outdoor area is beginning to take shape as this year the planned upgrades of the soft fall areas will continue.
Parent Reference Group worked with the Bordertown Primary School Governing Council parent ref. group to organise and support the Workshop for Parents with Bill Hansberry – Raising Beaut Kids. It was a great community event that was well supported by parents and carers. We are planning another event during 2015.

Policy subcommittee has had a quieter year however 2015 will be the beginning of our policy review cycle. The policies and procedures at our Centre are developed to meet DECD and ACECQA requirements but regular review ensures that the needs of the regulatory authority and our community are met.

Fundraising has worked at various ventures during the year. Our very successful Hot Cross bun and Lamington drives have been an easy and convenient way to make money and provide a quality product. The toy catalogue sales provide the Centre with a 20% voucher to update resources in the Centre. All fundraising has been well supported.

I would like to thank everyone involved in Governance at our Centre.

Jenny Tilbrook

3. HIGHLIGHTS 2014

2014 was a year of change in our Centre. The year began with a new staff team in childcare including a staff member returning from leave, a reduction of hours from a former team leader and a new team leader joining our team from another Centre. Changes enabled more curriculum planning time across all services in the Centre and discussions and reflections about all programs. It was the beginning (of the reality) of our birth to 5 years vision for all children and families. The new planning /curriculum group agenda was open to all staff. Conversations developed throughout the year and become more reflective and insightful as confidence in our learning grew. We discussed assessment and learning, data and recording formats as well as children and their individual learning plans. The floor books were implemented and feedback sought from children, families and staff. Our Early Years Curriculum was shared and linked to our learning.

The group will continue to develop in 2015.

The Centre was involved in a number of community events including regular walks to our local art Gallery to view exhibitions, excursions to our library for stories and research. Parents and Carers were invited to attend Centre picnic lunches, mud day and various excursions with the children and staff. We participated in the Community Christmas tree event and held a fancy dress disco to celebrate the end of year with families and community.

Transitions to school began in the last 2 terms of the year. We met with school staff to review current policy and procedure and revised our policies to reflect the single intake into school and preschool. Staff continue to work closely together to discuss early years learning and pedagogy.

The commitment to Tatiara Wrattonbully partnership has been positive at our site. Staff and governing council have received updated information and been involved in discussions about our strategic plan and directions for the partnership and DECD.

4. QUALITY IMPROVEMENT PLAN

Site Quality Improvement Plan 2014
Annual Self review

The self-review is a report on the key actions towards the priorities identified in our 2014 Quality Improvement Plan.

The Quality Improvement plan drives our work, supports our processes and enables us to clearly identify areas for improvement. The QIP (Quality Improvement Plan) also gives us as a staff team a clear indication of our achievements towards our long and short term goals for improvement. Annual self-review is an important part of the reporting and evaluating process.

Quality Area 1: Educational Program

Staff identified areas of curriculum for all children birth to 5 years. Areas of focus were Literacy and Numeracy. During 2014 preschool staff gathered data from the preschool cohort on their specific literacy and Numeracy skills and knowledge. The following information is an overview of distance travelled by the cohort of children in their preschool year.

Literacy

The skills were focused on children’s knowledge and understanding of the Concepts of Print and Phonemic awareness. Staff based our data collection information on our work with Stephen Graham. Children were assessed twice during the year (entry into preschool Feb 2014 and finishing preschool (December 2014).

The following information is an overview of distance travelled in children’s understanding and literacy learning during the year.

- Context of Narrative - Increase of 85%
- Complication of Narrative- Increase 65% (this was 100% of cohort at the end of 2014)
- Identify characters of Narrative – Increase 65%
- Identify 4 or more events in sequence -Increase 23%
- Children can fully describe a character –Increase11%
- Clear explanation of what came before and after an event –Increase23%

Whilst this data means very little when considered in isolation it has the means to inform us as a staff team about directions for learning and intervention in a quality early years program. Some of the concepts scored highly, however there is opportunity to further develop children’s thinking skills in the higher order thinking areas around logical sequence and order of events. This will be a focus for 2015.

Numeracy

Children were assessed twice during the year to assess and plan for numeracy in our program. The information was based upon the preschool numeracy indicators. Children demonstrated significant growth in their understanding of numeracy and numerical concepts. It is also interesting to note that there was a significant increase in children’s understanding and ability to subitise and also identify patterns. This can be attributed to the specific and explicit teaching and learning opportunities provided in the curriculum.
The following chart provides information on numeracy learning:

### Preschool Numeracy 2014

<table>
<thead>
<tr>
<th></th>
<th>February 2014</th>
<th>December 2014</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Counting</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rote to 10</td>
<td>51%</td>
<td>93%</td>
<td>42%</td>
</tr>
<tr>
<td>Rational to 10</td>
<td>44%</td>
<td>85%</td>
<td>41%</td>
</tr>
<tr>
<td><strong>Quantity</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identity</td>
<td>44%</td>
<td>85%</td>
<td>41%</td>
</tr>
<tr>
<td>Subitise</td>
<td>6%</td>
<td>69%</td>
<td>63%</td>
</tr>
<tr>
<td>Recognise numeral</td>
<td>41%</td>
<td>80%</td>
<td>39%</td>
</tr>
<tr>
<td><strong>Patterning</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify</td>
<td>32%</td>
<td>83%</td>
<td>51%</td>
</tr>
<tr>
<td>Describe</td>
<td>16%</td>
<td>78%</td>
<td>62%</td>
</tr>
</tbody>
</table>

Children were involved and engaged in their learning. The Floor books were introduced throughout the Centre to record our learning and share our learning with each other and families. The response from parents and carers has been very positive.

Preschool children received a Midyear statement of Learning and an end of year Summative Report. All children’s Learning was recorded in their learning portfolios using a Learning Story format. This format was used throughout the Centre.

The data collected at the site has been directed towards children in their preschool year. As children have moved into the same first day of school system (single intake) we have older children in preschool and care programs prior to preschool.

This will be an area of focus for staff in 2015.

Our challenge will be to gather data to inform us of each child’s learning in a birth to 5 learning environment.

### Quality Area 2: Children’s Health and Safety

Staff considered the well-being of children in our Centre. We discussed the importance of children who are capable and competent learners. We considered that children who were powerful learners were also empowered learners. Staff gathered data on children’s social skills using the social skills program characters (e.g. Get Along Gertie) to assist children to name and identify social and emotional aspects of their being. The following information was gathered from the preschool cohort in December 2014.
90% children were able to work with others
93% were able to self-organise
90% showed confidence
85% demonstrated persistence

It is interesting to analyse this data in context of the age range and gender of the group. It was not necessarily the case that the older children (chronological age) were the most persistent or organised. This will provide some thought for staff around some site research in 2015.

All preschool children participated in the DECD Child Protection Curriculum during 2014.

All DECD staff at the site completed their Child Protection Curriculum on line training update 2014.

Children with additional needs as identified through interagency referrals or DECD staff referrals received support in their learning programs. The Preschool support worker was in our site for 8 hours per week to implement specific learning goals and programs for identified children.

Staff team curriculum planning sessions ensured that all children across the site were a focus of planned discussions and outcomes for learning. (This involved staff from all programs birth to 5 years).

Recommendation that this continue in 2015.

Staff will contribute to termly agenda for meetings and all curriculum meetings will be open to all staff to attend.

Quality Area 3: Physical Environment

This involved our Centre commitment to Sustainability. Throughout the year we use the children’s interests to support our emergent learning priorities in this area.

We established a compost specific area and purchased a compost bin that the children assisted to assemble and could use.

We revamped the chook yard with new pavers, roosting area, laying boxes and extensive planting of chook friendly herbs and plants. Children care for this area, collect the eggs and feed our food scraps to the chooks. We are still working on (researching) a sustainable worm farm model and location.

The Bush Tucker garden has been a work in progress with new paved walking areas and modifications to the edging. We will replace and replant areas when the weather is cooler.

The physical environment has changed with new areas paved, trip hazards removed and a new paved play area and entrance to the Centre. This was a large financial commitment.

The next stage of our outdoor upgrade will be in 2015 with new soft fall areas under the swings and designated climbing areas.

Quality Area 4: Staffing Arrangements

2014 was a year of staff change with a new team leader in our childcare. The position had remained stable for the past 15 years. We advertised through various sources (on line, State and local papers
as well as interstate and DECD Vacancies) and were successful in our recruitment to appoint a new team leader with a B.Ed. in Early Years and a diploma in Childcare. Courtney was able to bring her knowledge and skills of EYLF and RRR into our programming and planning for children across the Centre. Courtney was successful in obtaining a preschool teaching position closer to her home and left at the end of January 2015.

All staff obtained their appropriate qualifications during 2014. Congratulations to them all.

Janette and Tash are studying for their Diploma.

Staff identified professional development achievements in working towards the site QIP as part of their performance development discussions. The targeted funds for professional development in long day care will be used in 2015 to develop staff skills and knowledge in early years curriculum and pedagogy.

Recommended action Centre support staff in professional development during 2015.

Quality Area 5: Relationships with Children

This is the area that staff focused upon as a result of professional conversations and sharing of information about Children’s Learning

Staff implemented the floor books. Staff ensured that we were aware of authentic children's voice in our programming and planning for learning. Daily journals and reflective comments written by staff were evaluated and used as a guide to programming and planning to extend, challenge and consolidate children’s learning. We listened to what children were saying and observed their play and interactions with the environment. Staff were able to focus on a strength based learning model to have open ended conversations with children and make professional judgements about the learning.

Preschool children and their families were asked about the learning at the end of each term. Staff used this information to develop relationships with children and families as well as challenging ourselves about communication with all families.

Children’s learning was assessed and documented both as a cohort and individuals.

Staff shared programming and planning time has ensured that conversations about pedagogy and children’s learning in the early years have been shared across all programs in our site.

Recommended that this continue for 2015 with an emphasis on all children as capable and competent learners.

Quality Area 6: Collaborative Partnerships with Children and Families

Throughout the year the Centre encouraged parents and carers to attend our Centre events and Celebrations of Learning. We encouraged feedback and involvement in learning. Parents brought in their items form home to share. We had a Getting to Know You book with contributions from each child and family. The list of excursions and community events is long and varied.

The Centre participated in the Community Christmas Tree event in our Art Gallery.

We all celebrated the end of a fun filled year with a Fancy Dress Disco. The event was extremely well attended with perfect summer evening weather, a disco ball and lighting.
Annual Report 2014

Recommended action staff, Governing Council and families involvement in community events continue through establishing relationships with local community agencies.

Quality Area 7: Leadership and Service Management

The Centre was compliant in all areas of our operation during 2014.

All staff, students, volunteers and Governing Council members have a current DCSI criminal history Screening. The Centre was audited in November 2014.

We have a Governing Council and we are a financially viable site with sound management practices.

This will continue into 2015.

5. INTERVENTION AND SUPPORT PROGRAMS

The preschool support program was an important part of the preschool curriculum experience for children and their families in 2014.

A DECD preschool support worker was employed for 6.5 hours per week to implement speech and language programs within the context of the preschool program.

The Centre was able to employ the same person throughout the year. This ensured a stable relationship with family, child and Centre staff.

The staff and families supported each child through transition to school programs during term 3 and 4 of 2014.

The regular visits and assessments by the DECD speech pathologist Harriet Wallace offered the preschool support worker and preschool staff team ongoing support with children and families.

6. STUDENT DATA

6.1 Enrolments

Enrolments in the Preschool during 2014 were lower than in previous years.

15 hours of preschool was offered to every child in the preschool program at the Centre.
It is interesting to note that the term 1 enrolment was higher than the following 3 terms as the children and families who left the community were not replaced.

It is anticipated that 2015 preschool enrolments will return to usual average enrolments. This is predicted from current childcare enrolments and accurate waiting list information kept at our site.

### 6.2 Attendance

![Attendance Chart]

#### Table 2: Attendance Percentages 2012 - 2014

<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>2012 Centre</td>
<td>96.6</td>
<td>87.1</td>
<td>75.4</td>
<td>86.9</td>
</tr>
<tr>
<td>2013 Centre</td>
<td>83.3</td>
<td>84.4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014 Centre</td>
<td>91.1</td>
<td>88.6</td>
<td>77.3</td>
<td></td>
</tr>
<tr>
<td>2012 State</td>
<td>87.4</td>
<td>85.9</td>
<td>84.5</td>
<td>85.5</td>
</tr>
<tr>
<td>2013 State</td>
<td>88.7</td>
<td>88.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014 State</td>
<td>89.9</td>
<td>88.8</td>
<td>85.9</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

Attendances at our Centre are always recorded with accuracy throughout the year.

Staff use EYS to enter attendance data, generate weekly sign in/out roll attendances and record into EYS at the end of each week.

During the Census collection in 2014 the EYS and CCMS data was not able to be configured correctly into our system. Therefore we were unable to electronically determine the number of
preschool children who attended the childcare and preschool programs at our site. We were able to manually generate this information.

It is interesting to note that attendances in term 1 are always significantly higher than later data collection periods throughout the year. This pattern is consistent over the 3 year period in the chart above.

The Centre has an attendance policy that is regularly shared with Families (in regular newsletter). Centre staff also discuss the importance of regular attendance with families.

We have discussed this issue as a staff team and at our governing council however we cannot account for a reason.

### 6.3 Destination – Feeder Schools

Table 3: Feeder School Percentage Data 2012 - 2014

<table>
<thead>
<tr>
<th>Feeder Schools</th>
<th>Type</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>0297 - Mundulla Primary School</td>
<td>Govt.</td>
<td>14.6</td>
<td>6.3</td>
<td>18.6</td>
</tr>
<tr>
<td>0733 - Bordertown Primary School</td>
<td>Govt.</td>
<td>85.4</td>
<td>93.8</td>
<td>81.4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>100.0</td>
<td>100.1</td>
<td>100.0</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%.

Source: Term 3 Preschool Data Collection, Data Management and Information Systems

The feeder school information provides us with a general idea of the local geographical trend in housing and settlement patterns. Smaller lifestyle blocks of land have been released for sale. The movement out of town is reflected in the slight increase in enrolments at Mundulla Primary School.

Families in our area have the choice of a small school or a large primary school within a 10km radius.

### 7. CLIENT OPINION

The client opinion survey was distributed both electronically and paper version in 2014.

This was a result of the nil response to our electronic survey in 2013.

We had a total of 13 responses from a possible 43 families. (Almost a third of families responded)
It is interesting to note that the parent responses indicated that our conversations with, and information to parents have enabled parents and families to have a greater understanding of early years and the play based learning in our Centre.

The staff also began to record the program in the Floor book format to share with children and families in the Centre.

### 8. ACCOUNTABILITY

During 2014 the Centre continued compliance with the DCSI Child Related Employment Screening of all employees, staff, Governing Council, work experience and teacher placement students.

The Centre also records RAN training and First Aid for all staff.

The Centre completed the Screening Audit on November 24th, 2014.