



Carol Murray Children's Centre 2016 Annual Report to the Community



Government
of South Australia
Department for Education
and Child Development

Carol Murray Children's Centre Preschool Number: 6507

Partnership: Tatiara - Wrattenbully

Name of Preschool Director:

Deb Downing

Name of Governing Council Chair:

Jenny Tilbrook

Date of Endorsement:

28th February 2017

Context and Highlights

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

Children in their eligible year of preschool are offered 15 hours of preschool per week in combinations of full and half day preschool. Families who live outside of the town can access preschool via the school bus system with pick up and drop off at our local primary school.

The Centre also offers lunch care, before and after kindergarten care in addition to the long day care program. The childcare program is well utilised by our local community. Average utilisation in 2016 was 31.17.

The high rate of utilisation ensures that childcare remains a viable and valuable service in our local community. The cost of childcare and preschool is affordable for all families in our community due to high utilisation and well managed resources.

During 2016 the preschool operated over 4 days as enrolment was slightly lower. The flexible use of spaces in the building allowed for higher childcare numbers whilst preschool was not in operation. This addressed the childcare needs in the local community.

HIGHLIGHTS

The Centre continued the redevelopment of the outdoor play space with the removal of worn play surfaces and new impact absorbing material added.

Trees and low hedges were planted and a new bush garden play space was created. A butterfly garden area was designed and planted in the outdoor area.

Loose parts play further developed with storage systems being used in the yard to enable children to access their equipment.

The large verandah areas continue to be developed with hanging plants and seating for adults and children.

The Centre staff team focus on learning from birth to 5 years further developed with shared curriculum meetings and term overviews of learning throughout the Centre.

The DECD partnership has enabled staff to become more involved in leadership and curriculum through the Results Plus strategies implemented in our partnership. All preschool staff were involved in Professional Learning Communities throughout the year based on our playful pedagogies work in the partnership. This work was shared at a Portfolio expo day (involving 3 partnerships) in term 4.

The Centre welcomed a new qualified member to our childcare team and continued to support students throughout their practicums both in preschool and childcare

Report from the Governing Council

The year began with many members of the previous governing council continuing onto 2016. Meetings were held regularly and communication between members was managed with group emails and meetings.

Finance

The Centre budget was adopted at our March meeting. Regular reviews and discussions at our meetings ensured the Centre continued to maintain financial viability. The DECD audit report reflected our compliant financial practice. Knowledge of staffing ratios, employment conditions and Centre priorities are vital and we thank Michelle our administration officer for her precise work in this area.

Staffing

The subcommittee advertised successfully to recruit 2 new staff members. The previous shared administration position was converted to 1 position. We welcome Julie Piggott to our staff. Brooke Campbell won the diploma position in our team. We would like to thank Michelle, Carmel, Libby and Krystal for their professional commitment to our team and congratulate Libby on her position at Padthaway preschool in school and Krystal on the recent addition to her family. Ashleigh Smart has been appointed to the DECD preschool team for 2017. The long day care professional development grant was used to support staff team training in our site and local partnership priorities including the Early Years Expo in Penola, Nature play at CMCC., Flourishing Baby and Toddler Minds TAFE 3 part series.

Environment and sustainability

The focus on tree planting and outdoor play spaces continued. Hedging trees form a natural boundary around our new swing area and the butterfly garden is flowering. New soft fall has been completed and the slide and mound area are scheduled for 2017. We also liaised and consulted with Tatiara District Council in the construction of a safe road crossing for children attending the Centre.

We continue to support staff to provide high quality educational program.

Quality Improvement Planning

A report on the 2016 Quality Improvement Plan.

Area 1 The Educational Program Staff used literacy and numeracy indicators to measure distance traveled for children during 12 months at preschool. Documentation of learning using DECD partnership agreed indicators. Staff sharing moderation conversations across the site birth to 5 years. PLC 's across partnership involving all staff using playful pedagogies and Results Plus to support and sustain learning experiences.

Staff had the Partnership inquiry question - what is 12 months growth for 12 months learning as a focus for our data and reflections on curriculum and learning. The focus of our work across site was track and monitor every learners growth, numeracy and literacy cycle, enact changes in pedagogical practice, identify and enact clear intervention processes

Area 2 Children's Health and Safety All preschool children participated in the DECD Child Protection Curriculum. 25% of the preschool group were identified for preschool support. Speech and language cluster groups established. Well being plans and Individual learning plans were shared with families for identified children. The focus on growing and eating from our garden and an everyday active program ensured healthy and active focus for children and families.

Area 3 Physical environment Out door area development continued with tree planting, hedges and new soft fall installed. Sustainability group focus sharing between children and staff. A Centre sustainability policy was developed with staff ,children and families. Gardening, growing and eating was a focus. Recycling bins and worms became embedded into our sustainability Centre culture. The mulberry tree and apples provided fruit to share plus herbs and silver beet to eat from our garden.

Area 4 Staffing. Performance development plans were used to identify site priorities and professional development for staff. New staff were appointed with Diploma qualifications. Staff team professional development was supported by the Long day care professional learning grant. Staff formed professional learning communities with school staff and other sites in our partnership. Site curriculum meetings facilitated by the Educational leader ensured reflection on practice and current pedagogy. Staff team members were supported to gain additional qualifications and the Centre work roster was able to remain

Area 5 Relationships with children Staff developed well being plans for children identified- in addition to individual learning plans. Learning dispositions were discussed with families. Relationships were developed with all families through our sharing learning and Centre activities with our community. We celebrated with a Family breakfast, Wheels day and sharing our learning day. At the end of year we had fun at the break up party with a parent playing the guitar and singing with the children.

Area 6 Collaborative partnerships Families were able to easily access children's learning portfolios with our new shelving and storage systems throughout the Centre. Children have 1 learning portfolio for the education and care experience at the Centre.

Area 7 Leadership The cycle of self assessment and improvement was discussed regularly at staff meetings. All staff and children's records were maintained in a confidential and secure manner. Policies were reviewed and discussed and regularly highlighted in the newsletters. Governing council members were pro active and liaised and consulted with our local council to install a safe crossing area for children and families to use when accessing the Centre. The Refuge Island structure has slowed traffic and ensured a safer road crossing experience for the community.

The QIP provided a basis for discussion and continuous improvement .

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2014	45	44	44	45
2015	61	63	61	62
2016	47	47	50	

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

Enrolment increased slightly throughout the year .
 This ensured staffing remained stable during the year.
 In 2016 we did not have any interstate enrolments.
 During 2016 we had 3 children enrolled and attending who will continue in 2017.
 In 2017 we are expecting and planning for an increase in enrolment in our preschool.

Attendance

Year	Term 1	Term 2	Term 3	Term 4
2014 Centre	91.1%	88.6%	77.3%	88.9%
2015 Centre	91.8%	88.9%	86.9%	83.9%
2016 Centre	91.5%	87.2%	82.0%	
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

Attendance at our site has been close to the state average, however it is an area that we continually support and encourage through our Centre policies and discussions with families.
 Due to the attendance patterns (ie majority of full day attendance) absences of a full day constitutes almost half of the child's weekly entitlement of preschool. This has an impact on attendances.
 Children may travel up to 40 kms each way on school buses to attend a day at kindergarten.
 Families in our community often have to travel to Adelaide for medical appointments this also has an impact on attendances.
 Families often choose to take their holiday when seasonal work allows and this is often during term times .

Destination Schools

Feeder Schools (Site number - Name)	2014	2015	2016
0297 - Mundulla Primary School	18.6%	22.5%	8.5%
0733 - Bordertown Primary School	81.4%	77.6%	89.4%
0757 - Keith Area School	0.0%	0.0%	2.1%
Total	100%	100%	100%

Destination Schools Comment

The majority of our children transition to Bordertown Primary school.
Staff teams from both the preschool and the primary school meet to review the transition program on an annual basis.
The transition experience is authentic with children and families visiting the school and school children and staff visiting the preschool to share learning experiences .
We have a focus on authentic transition experiences involving children and families.

Client Opinion Summary

The 2016 opinion surveys were distributed to 50 families in the preschool program. Families received a paper version as well as details for completing the survey on line. A total of 21 were received. The responses were all in the agree or strongly agree categories. The data and graphs are interesting to discuss however, as a team of educators we were more focused on the parent comments. Parents were able to clearly articulate the high quality of the teaching and learning as well as comment about the engagement in the learning. Support of learning was an area that provided positive feedback. In 2016, 25% of our preschool enrolment received an allocation of preschool support at some time during the year. Parents comments about communication of programs and differentiation in learning experiences were supportive of all staff in all programs at the Centre. Relationships and communication comments were equally as positive and encouraging for the staff team. Parents had taken time to engage in our Floor books with their child and become involved in the many local excursions and Centre based family activities. Parents also reported the 'great feel' of the Centre and the ease of parent involvement and friendly welcome from all of the staff. It was also interesting to note that staff were respected for their professional knowledge and skills whilst working with the children and families at our Centre. As a staff team it is reassuring to receive positive feedback from the children and families attending our service.

DECD Relevant History Screening

All site staff and Governing council members have a current criminal history screening. Centre has procedures in place for work experience, volunteers and practicum students to be compliant with all DECD requirements. All records are stored and maintained correctly as per DECD compliance.

Financial Statement

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

2016 Preschool Annual Report: Improved Outcomes Funding

Improved Outcomes Category (where applicable to the site)	Briefly describe how the 2016 funding was used to improve the relevant DECD Standard of Educational Achievement * outcomes (where applicable):	Outcomes achieved or progress towards these outcomes:
Improved outcomes for numeracy and literacy	Funding was allocated to involve staff team to be involved in the partnership Playful Pedagogies project with Lisa Burman. As a site within the DECD partnership we focused on improvement using the Literacy and Numeracy indicators. Staff attendance at Results Plus Numeracy and Literacy learning to enact changes in pedagogical practice. Critical reflection on curriculum with a focus on numeracy and Literacy.	All preschool children showed growth in Literacy and Numeracy Children's learning and understanding reported and data collected twice during the year at agreed intervals.
Improved ECD and Parenting Outcomes (Children's Centres only)		Improvement in both receptive and expressive language for children.
Improved outcomes for children with disabilities	24 hours per week allocated preschool support Preschool support funding was used to cluster speech and language groups to implement specific programs from the DECD speech pathologist. Funding was allocated to a student with access and mobility needs.	Immense growth for both children, younger sibling and parents. Child attending preschool regularly. Families involved in preschool and transition to school.
Improved outcomes for children with additional language or dialect	\$1279 site allocation Bi lingual support funding was used to support children with no English. Support in language and social /emotional development.	

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