

Renown Park Children's Centres for Early Childhood Development 2017 Annual Report to the Community



Government
of South Australia

Department for Education
and Child Development

Renown Park Children's Centres for Early Childhood Development Preschool Number: 1450
Partnership: Inner West

Name of Preschool Director:	<u>Alison James</u>
Name of Governing Council Chair:	<u>Nick Stavrou</u>
Date of Endorsement:	<u>28/2/2018</u>

Context and Highlights

This year saw a major highlight for our centre being our move to a new centre. We collaborated with families, children, staff and the community to develop a design that was unique to the needs of our community. During the first half of the year children excitedly watched the building nearing completion and helped us select flooring and our colour schemes for our centre. At the end of term 2, we had a special farewell to our old centre with a mud day celebration where we played all day in the mud! Educators and families then helped with packing and clearing out of old resources and our team worked tirelessly over the break to ensure the space was warm and welcoming on our first day at our new site in term 3. Families and children alike were impressed with the amount of natural light and our beautiful space to support engaged learning. Children enjoyed discovering the new spaces and making it their own, moving furniture and cushions around and other resources. They enjoyed showing their families the new space including siblings and extended family. We also have much more space as we became a Children's Centre and have been able to further support families with moving our play group to a Tuesday morning allowing families to stay with younger siblings after preschool drop off. We have had a baby bounce program running on Thursdays which has created stronger links with our local school as the Principal runs this program for us. We are now looking into next year and using data from areas such as parent feedback to timetable in programs to support families and children. A highlight for families has been our celebration evenings each term. We started the year with a "Welcome BBQ" that allowed families to feel a sense of belonging to our community from the start. We also had a "Stay and Play" to allow dads and other family members come in and see the learning that takes place in our centre through play. We finished the year with a "Celebration Disco" and some tasty wood oven pizzas. We have had lots of positive feedback that these celebrations have really helped to develop a strong sense of belonging to our centre for many families. We now look forward to settling into our new space and adding our unique touches through art work to create an even stronger sense of belonging for our families and community.

Report from the Governing Council

2017 saw a great year for Renown Park Children's Centre.

We started with the 40th Year Anniversary celebration in conjunction with the Brompton Child Care Centre.

The governing council and children at the Preschool worked with the educators and staff to share ideas of what they wanted to see for the new centre. The governing council were kept up to date throughout the entire development stages and the children were taken over for visits also.

End of term two saw a mud day organised for the children as a way of saying goodbye to the old centre.

At the start of Term 3, all families entered the new Centre to find a bright, new learning environment with more space and facilities. It was great to see all ideas were taken into consideration and come to life!

During the year we had multiple get togethers including a stay and play evening where the families came along and we got to put the new Wood Oven into action to make some delicious Pizzas!

As part of the City of Charles Sturt, Lizzie the Lizard was also introduced as part of the Paint the Westside REaD program.

The end of year saw a children's disco and farewell party. With awards and thank you's sent out.

Quality Improvement Planning

This year saw many achievement & some changes to our QIP as we moved to our new location, were able to start supporting families with our community programs & had a change in staff. Due to our change in staff we worked more deeply on some of our priority areas in particular building strong relationships with our families, supporting challenging behaviour & looking at how we document children's learning. We attended training around narrowing our focus when documenting children's learning, adding the voice of the child & organising observations of children to allow for staff discussions & see if there are any gaps in our planning/ programming. For example are we creating opportunities for children to demonstrate their understanding of measurement during play. This area of focus will continue into next year. Teachers extended their thinking this year with a collaborative inquiry project with local preschools & school to support our understanding of critical and creative thinking through numeracy in the early years. This project helped to develop connections with staff across our region, share learning & support our learners to develop critical and creative thinking in our block area. This will continue next year as we continue this focus as a partnership, in particular as we have some staff changes coming into 2018. Last year we had a larger group of children as we were part time & we shared our space with the child care centre which made relaxation time challenging. We valued relaxation and trialled new ways this year. We had Rainbow Kids Yoga come out to run yoga sessions for the children but also to give staff ideas for our year long program. Since moving locations, having a quieter space & moving relaxation to the end of the day children now come straight in, get a blanket and lie down when we ring the bell in the afternoon. We have just started using relaxation music and guided relaxations during these sessions. We worked with families and children to develop engaging spaces for children in particular when we moved to our new space. We have been approved for occasional care next year having both under 2's & over 2's sessions we will look at this further to expand our thinking in creative engaging spaces for children from 6 months to 5 years old. We value sustainable practices & developed a bin system for separating rubbish with our current group of children. To further children's understandings about recycling food scraps we will be asking families to help us decide which chickens to buy so we can recycle our scraps & share eggs next year. We developed our knowledge and skills in mathematics attending professional development with Lisa-Jane O'Connor which gave us lots to reflect upon & helped us to make data more visible in our centre & use of technical mathematical language with children. Next year our inquiry project will continue to have a numeracy focus & will look to have our speech pathologist run sessions with staff and families around supporting early literacy development. The Paint the Westside Read initiative began supporting early literacy development with community events & we will continue to develop close links with Lizzy the Literacy Lizard with our community including Lizzy's birthday celebration next year. Areas we have flagged to work on next year include, adding to our loose parts play in our outdoors, further discussions with families about their child's development, using an app to share increase communication, using our interactive TV to help develop literacy & numeracy skills in an interactive way including making e-books and movies and developing deeper community connections & supporting all our families.

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2015	36	31	29	26
2016	29	33	32	33
2017	39	39	39	39

NOTE: The data is 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

Our enrolments have been steadily increasing over the past 3 years with some variations term by term as we often have families come and go throughout the year for including moving, starting school and interstate transfers for work. Our projected enrolments for 2018 are 49 so we are seeing the trend of our numbers increasing continuing into next year. As we have a new centre and quality teaching and engaged learners at our preschool we anticipate this continuing into the future. We will also be providing occasional care next year which will introduce families to our centre at an earlier age and this may further increase demand at our centre.

Attendance

Year	Term 1	Term 2	Term 3	Term 4
2015 Centre	77.6%	77.7%	83.2%	84.0%
2016 Centre	88.0%	85.4%	87.0%	83.7%
2017 Centre	83.9%	91.1%	79.1%	
2015 State	92.4%	90.2%	87.8%	88.5%
2016 State	91.1%	89.6%	87.9%	87.9%
2017 State	90.6%	88.8%	86.7%	

Based on attendances recorded in the two week reference period each term. Data for eligible enrolments as described in the DECD Enrolment policy.

Attendance rates may differ to previous reporting with the transfer from calculations based on deemed attendance to actual attendance using booked hours divided by attended hours.

Attendance Comment

Although our attendance is below the state average for two terms this year, we have open communication with our families and we know why children are away during these periods. We have many different cultures represented at our centre and we often have families who need to return home for celebrations or to care for sick family members leaving to go home for between 1-3 months at a time. Like other centres we have children who are kept home when they are sick which happens often at this age. This is an area we will be working on in 2018 to ensure children are attending as regularly as possible and to see if we can make a shift in our attendance data through our community programs.

Destination Schools

Feeder Schools (Site number - Name)	2015	2016	2017
0179 - North Adelaide Primary School	0.0%	0.0%	8.8%
0207 - Kilkenny Primary School	0.0%	4.2%	0.0%
0474 - Trinity Gardens Primary School	4.8%	0.0%	0.0%
0646 - Brompton Primary School	61.9%	66.7%	58.8%
0665 - Hillcrest Primary School	0.0%	0.0%	2.9%
1036 - East Adelaide School	0.0%	0.0%	2.9%
6015 - St Michael's College: Jnr School	0.0%	4.2%	0.0%
8313 - St Dominic's Priory College	4.8%	0.0%	0.0%
9010 - Immaculate Heart of Mary School	19.1%	16.7%	14.7%
9018 - St Margaret Mary's School	4.8%	4.2%	8.8%
9040 - St Francis School	4.8%	0.0%	0.0%
9065 - Rosary School	0.0%	0.0%	2.9%
9096 - St Michael's Lutheran Primary School	0.0%	4.2%	0.0%
Total	100%	100%	100%

NOTE: The data is based on person counts in the two week reference period each term. Excludes pre-entry.

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

Destination Schools Comment

This year we saw a change from last year where many of our families changed their minds about where to send their children to school quite late in the year and our destination schools were far fewer than previous years. Since this data was collated we have had a number of children change to now attend Brompton PS (64%). This year we had more children attending local public schools and found that of the children choosing other public schools, these families live out of our area and are accessing their local school.

Client Opinion Summary

We found that overall our families are happy with the service we provide. We had many comments where all families strongly agreed with the statement and no areas where they disagreed or strongly disagreed. In the "quality teaching and learning" section, all families strongly agreed that teachers are enthusiastic in their teaching & teachers really want to help my child learn. In the next section, "support of learning" families gave us positive feedback and strongly agreed that children have access to quality materials and resources to help them learn, the preschool provides a safe and secure environment and children have enough materials and resources for learning. The areas of quality & having enough resources had come up in parent feedback from previous years but we now have virtually all new resources and this didn't come up as an issue this year. We did have one neutral response to children know how they are expected to behave at preschool which we need to communicate better to families in the future as have expectations around behaviours but also support individual children experiencing bigger emotions with self regulation in different ways. In the following sections families strongly agreed that we assist children's personal and social skills, they are comfortable approaching staff, staff listen & if I had concerns the preschool would respond appropriately. However some families had neutral responses to having a say, discussing children's progress, preschool being organised, being involved & included in decisions. Next year we will use an app to further enhance communication & to promote Governing Council where many of the decisions are made in consultation. We will provide more opportunities to discuss children's progress & the preschool will be more organised as we settle into our new space.

DECD Relevant History Screening

All staff members have relevant history screening before being employed with DECD. We check that staff have their authority to teach or their ancillary register where they need to provide these documents to DECD. As we are have other service providers using our space we have an induction process that includes having them provide us with a copy of their screening and this is kept in a folder so that we can ensure all staff have this clearance.

Financial Statement

	Funding Source	Amount
1	Grants: State	565141.81
2	Grants: Commonwealth	Nil
3	Parent Contributions	17270.05
4	Other	5261.96

2017 Preschool Annual Report: Improved Outcomes Funding

Improved Outcomes Category (where applicable to the site)	Briefly describe how the 2017 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	We attended professional development as a staff team over three terms with Lisa-Jane O'Connor alongside our partner preschools and schools. We purchased mathematics resources including new games. We were part of the Paint the Westside Read project to encourage reading from an early age. Children read, sang, danced and talked to the egg and watched it grow until it cracked open at a community event. Lizzy the literacy lizard was born and visited us term 4 with free books for children.	Staff were more confident teaching numeracy both explicitly and through play and could enhance learning for children. -families involved in Paint Westside Read events
Improved ECD and Parenting Outcomes (Children's Centres only)	Worked closely with DECD support staff and families to provide support for children with a disability. We purchased resources and developed staff capacity around the brain, trauma and supporting all children as individuals.	Staff had a greater understanding of the effects of trauma on the brain and how to support children with trauma
Improved outcomes for children with disabilities	We worked closely with our bilingual support workers and used our parents in education grant to encourage families to share a recipe and cook with children. With the support of our bilingual workers almost all our EALD families came in. We also then translated the recipes and gave them to families in their home language.	Working in partnership with families has supported us to have a strong sense of belonging to our preschool and has helped children to be greater engaged.
Improved outcomes for children with additional language or dialect		

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