



Port Pirie West Children's Centre 2017 Annual Report to the Community



Government
of South Australia

Department for Education
and Child Development

Port Pirie West Children's Centre Preschool Number: 6615

Partnership: Pirie

Name of Preschool Director:

Nathalie Hayes

Name of Governing Council Chair:

David Griffiths

Date of Endorsement:

21st March 2018

Context and Highlights

Port Pirie West Children's Centre is one of a number of DECD Children's Centres across South Australia. Originally Ellendale Kindergarten, our Children's Centre was officially opened in May, 2014. We now offer preschool, a wide range of parenting groups and individual family support services. We have had a vacancy for a Speech pathologist or Occupational Therapist since 2015 but have been unsuccessful in recruiting anyone to the position. Issues with recruiting suitably qualified professionals to key roles within the Children's Centre is of continuing concern.

Our building also houses the community based, Port Pirie Childcare service and CYH 3 days a week. Our centre is also located next to Port Pirie West primary School.

We are an integral part of the Pirie Partnership and work closely with a wide range of other service providers across Port Pirie and the mid/upper north, to provide needs based services both in the centre and in the broader community.

The Children's Centre shares a commitment to improving outcomes for all children and families in Port Pirie, especially those who are disadvantaged by poverty, disability, culture or opportunity. Together, we are building a community of learners who believe in themselves, each other and the future.

The Pirie Partnership qualities of respect, responsibility, confidence and persistence underpin all learning and relationships with staff, children, families and the community.

This strength based culture was acknowledged by the South Australian, Education Standards Board when our preschool was assessed and rated in September of this year. We were assessed against the 7 quality areas of the National Quality Standard and proudly received exceeding in 6 of the 7 areas and meeting standard in 1 area. Our service was rated as exceeding overall, which gave us assurance that we are providing a high quality preschool service but also gave us the opportunity to receive productive feedback for further improvement.

Other highlights of 2017 included employing Krystal as our new Early Childhood Worker within an Aboriginal ECW traineeship and the opportunities we had to be involved in several projects. The Collaborative Impact Program, the DECD, Learning design, assessment and moderation strategy and the DECD state wide STEM Inquiry project helped us to strengthen our professional knowledge and understanding of 21st learning and practices.

Report from the Governing Council

The 2017 Governing Council was elected at the AGM in February and we immediately began planning fundraising events. Difficulty forming a quorum at several Governing Council meetings was a concern but we all worked hard and raised \$3353.99 from a Bingo Night, 2 raffles, street stall & barbeque. We also did picture products and family photos as smaller fundraisers. The Kindy purchased a new fridge and learning resources from funds raised. On the flipside as a Governing Council we spent a lot of time discussing ways to improve the non-payment of fees which continues to be an issue. The 2018 Governing Council needs to continue trying to resolve this issue.

On a more positive note, the Governing Council decided that they needed to share their names & news with families more. Governing Council News was distributed as a newsletter to all the families after meetings.

The verandah in the Kindy was reclassified as indoor space and DECD enclosed, insulated and heated/cooled the space making it much more user friendly for children and staff.

In August the co-located Childcare service removed before and after kindy care. This was distressing for many families, so we worked to look at a range of options. The next Governing Council could continue to explore these options with Nathalie.

We reviewed several policies and decided to introduce the idea of Children keeping hats at kindy. This also involved purchasing 2 new hat lockers for the Kindy.

Thanks to all the Governing Council members for their hard work, particularly Kirsty for getting donations from many businesses for raffle items., Amanda for creating the Governing Council newsletters and Katie for being the voice of Governing Council when trying to solve the childcare issues. Kirsty has now decided to continue volunteering at the Children's Centre in 2018. Danni Hallam, Chairperson 2017

Quality Improvement Planning

2017 Quality Improvement Plan

Priority 1: To strengthen numeracy achievement of our children.

Priority 2: To build a community of powerful learners

Strategies-

1. Running a group for families each week which focused on "Numeracy through play". Feedback from participants indicated that their knowledge, confidence and understanding of numeracy development and how it can be strengthened through play had increased significantly.
2. Actively participating in the Collaborative Impact Program which gave key staff greater understanding of the importance of visible/powerful learning. This was then applied to practices which included numeracy.
3. The STEM play inquiry project also gave key staff greater knowledge of Mathematics, but more importantly, staff gained a deeper understanding of why and how we support children to develop dispositions for powerful learning. This work supported our inquiry question of "What provocations will make visible the powerful STEM learner?"
4. Using the DECD, Learning Design, assessment & moderation strategy to engage with staff in reflecting on the Early Years Learning Cycle at Port Pirie West Children's Centre. Additional student free days, enabled educators to actively engage in team building exercises, challenge their own beliefs regarding children as powerful learners when reviewing the centre philosophy and vision and trial new routines and documentation of learning to support the powerful learner.
5. Funding for an Aboriginal Early Childhood Worker Traineeship, allowed us to employ Krystal in July 2017. This has been a great opportunity for us to refocus on ensuring all families have a sense of belonging to the centre, which will hopefully have a positive impact on attendance rates for all children. We also ran a buddy program with the Port Pirie Primary School to build relationships for successful transitions.

Evidence of improved learning outcomes for staff and children and families was collected through:

- Staff surveys
- Family surveys
- Child interviews
- Attendance data

Analysis of this data indicates that::

- Children are becoming more aware of their learning, using the language to explain their noticing and asking questions to facilitate deeper thinking.
- Educators are becoming more aware of powerful learning dispositions and sharing children's learning with the children, other educators and families.
- Our reflective practice incorporates re- launching provocations and inquiries to strengthen connections with children for deeper learning.

Our 2017 Quality Improvement Plan self-review and our NQS rating of "exceeding" assured us that as a high quality Children's Centre we have many strengths. However it also highlighted key areas we need to continue focusing on.

Key areas for improvement are:

A. Powerful learning for children, families and educators

- Families having the opportunities, confidence and support to be co-contributors with educators in making decisions about their child's learning and wellbeing.
- Children having the opportunities, confidence and support to be co-contributors with educators in making decisions about their own learning and wellbeing
- Educators remaining focused on ensuring their image of the child as a powerful learner is reflected in the curriculum at all times.

B. Attendance rates, particularly Terms 3 & 4.

- Work in partnership with the Governing Council, Port Pirie West primary School, Aboriginal Family Support Services and Krystal to develop support strategies for families
- Work with the Pirie Partnership to ensure transport options
- Work in partnership with the DECD Child wellbeing team to setup referral and support services for families

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2015	36	35	38	39
2016	51	50	52	54
2017	50	53	56	

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

The number of children enrolled at The Port Pirie West Children's Centre averaged higher per term than any other year in the past decade. DECD were supportive of our need to employ additional staff to maintain the required staff to child ratio of 1:10 and provided us with extra Early Childhood Worker funding each term. Several families did leave the centre, when the co-located childcare service replaced before and after kindy care with full day booking

Attendance

Year	Term 1	Term 2	Term 3	Term 4
2015 Centre	85.1%	89.8%	77.3%	74.5%
2016 Centre	83.6%	86.5%	83.5%	69.9%
2017 Centre	93.8%	87.7%	76.6%	
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

Attendance rates at Port Pirie West Children's Centre have historically been well below state average, which is of great concern. However, in Term 1 2017 we averaged 93.8% while the state average was 90.6% This has been attributed to a concerted by staff and the Governing Council to implement a range of strategies to support families. Strategies included; reminders through fridge magnets, text messages, newsletters and Facebook, family support

Destination Schools

Feeder Schools (Site number - Name)	2015	2016	2017
0147 - Gladstone Primary School	0.0%	0.0%	4.4%
0220 - Laura Primary School	0.0%	0.0%	2.2%
0308 - Napperby Primary School	0.0%	0.0%	2.2%
0363 - Port Pirie West Primary School	60.7%	60.0%	37.8%
0406 - Solomontown Primary School	3.6%	7.5%	0.0%
0685 - Risdon Park Primary School	10.7%	7.5%	26.7%
0980 - Airdale Primary School	3.6%	0.0%	0.0%
8021 - St Mark's College:Benedict Campus	14.3%	12.5%	17.8%
8360 - St Mark's College	0.0%	2.5%	2.2%
9039 - Mid North Christian College	7.1%	10.0%	6.7%
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

In previous years, more than 50% of the children enrolled at our preschool have transitioned to Port Pirie West Primary School. However, 2017 saw a significant shift in destination schools with 37.8% of the children transitioning to Port Pirie West Primary School and 26.7% transitioning to Risdon Park Primary School. Discussions need to be held in partnership with the Port Pirie primary School leadership team and Governing Council to explore the shift in destination data.

Client Opinion Summary

All families were actively encouraged to complete our parent survey which was handed out in October 2017, however only 16 surveys were completed.

The 15 questions in the survey covered all 7 areas of the national quality standards, which included

- Area 1 Educational program and practice
- Area 2 Children's health and safety
- Area 3 Physical environment
- Area 4 Staffing arrangements
- Area 5 Relationships with children
- Area 6 Collaborative partnerships with families and communities
- Area 7 Leadership and service management

Families were asked to rate each question from 1. never/totally disagree to 5.always/extremely. No families gave any questions a 1 or 2 rating, which was very positive feedback. However the area that did receive the lowest rating overall was "Do you feel like you can contribute to decisions about your child's learning and wellbeing? Analysis of this data, contributed to the decision to have a focus on powerful learning for educators, children and families in 2018.

The most positive responses in the parent survey were all related to questions that involved respectful relationships between educators and children and/or families. This was also reflected in the positive responses to "is your child happy at this service?"

These responses were in agreement with the observations made by the South Australian, Education Standards Board Assessor who gave our preschool an overall rating of exceeding when we were assessed against the National Quality Standards in September 2017.

Quote from the report, "Building respectful relationships is an integral part of the philosophy statement and guides educators practices. Educators encourage warm, responsive and trusting relationships through everyday interactions and shared learning opportunities."

DECD Relevant History Screening

All teacher screenings are completed through the Teacher's Registration Board. Our induction process for all other staff and volunteers includes ensuring that all necessary screenings are applied for as per DECD requirements. A teacher and myself are registered to initiate the applications online.

We have a record of all relevant staff and volunteer screenings and a computer alert system setup to ensure all screenings are applied for well in advance of the expiry date.

The 2 hour RAN training is conducted for all relevant staff and volunteers as soon after the AGM as possible.

Financial Statement

	Funding Source	Amount
1	Grants: State	\$590,848.04
2	Grants: Commonwealth	00.00
3	Parent Contributions	\$13,330.51
4	Other	\$30,470.86

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	Priority one of our 2017 Quality Improvement Plan was to strengthen numeracy achievement of our children. Strategies included running a group for families each week which focused on "Numeracy through play", STEM Inquiry project, active involvement in the Collaborative Impact Program and the Learning design, assessment and moderation strategy.	All families who participated in the weekly, "Numeracy through play" group indicated that they had gained knowledge, confidence and understanding in supporting children.
Improved ECD and Parenting Outcomes (Children's Centres only)	Circle of Security, Learning through play, Numeracy through play, supported playgroups and Bringing up great kids were just a few of the parenting courses/groups that we ran for families in 2017. The Supported Playgroups in Kindergarten Environments (SPIKE) Project was very successful	
Improved outcomes for children with disabilities	In 2017 21% of the children enrolled in our preschool received preschool support funding and of the 21%, two thirds of the children were identified with severe speech and/or language delays. Individual Learning Plans with specific goals were developed for all the children receiving support. These ILPs contributed to the overall preschool program and were reviewed and reported on throughout the year. Several children were also identified as having social and emotional developmental delays.	Statements of Learning for all the children receiving preschool support showed growth in their development and particularly in meeting the goals set
Improved outcomes for children with additional language or dialect	N/A	

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