



# Port Pirie West Children's Centre 2016 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

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**Name of Governing Council Chair:**

Danni Hallam

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**Date of Endorsement:**

16.2.17

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## 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. 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. We are building a community where every individual feels a sense of belonging and is supported to be the best they can be. This includes staff, children, parents and carers.

A steady increase in enrolments throughout the year, both in preschool and family services, shows us that our work on building trusting and respectful relationships is working. The staff team have also become more cohesive and have been learning about and developing a growth mindset.

Involvement with the Port Pirie community is an important facet of learning at the Children's Centre. Visits from the police, ambulance, fire services, Aboriginal health, Margie Arnold and YP Vets were all very popular as was the projects on hatching chickens, visiting McNally Farm, the Grug performance and a day at the beach. We also organised Playgroup at the beach, Fun day in the park and a range of staff co-learning groups with other preschool and school staff.

## Report from the Governing Council

What a year of new discovery, learning and friendship for the Port Pirie West Children's Centre Kindy last year. We formed friendships with Solomontown Kindy during their term long stay with us. The children discovered just how open they could be to other students and teachers.

The governing council had a successful year fundraising and putting the funds back into the Kindy room in many ways. We also held a much needed yard clean-up day which was supported extremely well by parents.

Our Teachers and support workers were able to attend some very informative courses during the year that helped to provide them with new ideas and techniques that they could bring back and share through their work. We were also very lucky to have the support of two volunteers, Leah & Amanda.

The children attended many activities outside the classroom during the year and big thanks must go to all the parents who made this possible by attending and assisting. We had a day trip to Port Broughton, the MFS fire service visited and we went to the recycle plant just to name a few.

We explored the possibility of the Centre becoming integrated with Childcare, unfortunately it was not successful. However it's not off the cards and will be revisited in 2017. The governing council also made the decision that children could not be dropped off early for a small fee. Children needing to be dropped off before 9am will need to access Child Care.

Congratulations to our group of 2016, we wish you the very best for the start of the new school year, and a big welcome to the group of 2017, may your kindy year be full of endless possibilities.

## Quality Improvement Planning

### 1. Powerful learners

Self review, parent feedback and research highlighted the need for our centre to focus on children, families and staff becoming more powerful learners. We focused on staff development in 2016 to build a culture of learning, trust and growth mindset. This included training, reflection, collaboration, visits to other sites, reading and reviewing articles and journaling. Staff feedback identified a growth in confidence to trial new practises and develop co-learning opportunities with children, families and each other. Being accepted into the STEM through play project and the Collaborative Impact Program for 2017 will give our centre focus and direction

### 2. Numeracy

Results Plus, Area 3, the collection, collation and analysis of Numeracy data was an improvement area identified by our centre in 2016. Data on each child was recorded using the DECD numeracy Indicators and was used when setting individual goals and also summarized in their Statement Of Learning. A representative from our Children's Centre was involved in developing and trialling several tools to collate the numeracy data collected. A Numeracy rubric was developed by the Pirie Preschool group but was found to be too complicated. A Numeracy quilt was drafted by the group and this is currently being developed into an online Application for trial in 2017.

### 3. Belonging

Developing a strong sense of belonging with the PPWCC was identified by families, children and staff as a positive strategy to improve Attendance data and bring the Port Pirie West Community together. Several family events including a campfire during Reconciliation week and family trip to Port Broughton proved very popular. We added plants, decorations etc to the foyer area to give a more welcoming feel. We offered a wider range of parenting groups to families with more flexible time frames. The Family Services Coordinator linked more closely with individual families and other services to support individual families. Parent opinion survey data showed an increase in positive responses related to a sense of belonging ( see page 5) However attendance data is still well below state average (see page 3) 2017 will see a focus on increasing community awareness of the importance of preschool attendance. We will be raising expectations through information, respect and support

## Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2014	49	50	52	53
2015	36	35	38	39
2016	51	50	52	

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 increased from 2015 to surpass the staffing capacity of 50 most terms. The enrolment numbers are positive feedback that families and the community trust we are going to provide a supportive and powerful learning environment.

## Attendance

Year	Term 1	Term 2	Term 3	Term 4
2014 Centre	77.6%	90.0%	82.7%	81.1%
2015 Centre	83.3%	88.6%	76.3%	74.4%
2016 Centre	66.7%	70.0%	82.7%	
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 Port Pirie West Children's Centre has been well below state average for at least the last 3 years. There are 2 key factors that were identified when analysing the data

- 3 children were enrolled in the preschool program, but rarely attended. We home visited, spoke with other agencies and rang the family regularly. However the complexities of each situation impacted negatively on their capacity to bring the children to preschool. The non-attendance of these children decreased the attendance percentage significantly.
- There are a few children who rarely attend, a few children who attend every day, but the majority miss an average of 1 day a fortnight. Feedback from families indicates that many families do not realise the importance of regular attendance at preschool. A priority area for improvement in 2017 will be to support families to understand the value and importance of attending preschool.



## Destination Schools

Feeder Schools (Site number - Name)	2014	2015	2016
0363 - Port Pirie West Primary School	59.0%	60.7%	60.0%
0406 - Solomontown Primary School	0.0%	3.6%	7.5%
0685 - Risdon Park Primary School	20.5%	10.7%	7.5%
0980 - Airdale Primary School	0.0%	3.6%	0.0%
8021 - St Mark's College:Benedict Campus	10.3%	14.3%	12.5%
8360 - St Mark's College	5.1%	0.0%	2.5%
9039 - Mid North Christian College	5.1%	7.1%	10.0%
Total	100%	100%	100%

## Destination Schools Comment

Nearly two thirds of the children from our centre go onto school at Port Pirie West Primary School, however the other third are enrolled across all the other schools in Port Pirie. The data indicates that some families who may have previously enrolled their child at Risdon Park Primary School are enrolling their child at the Mid North Christian College. In 2017 the Pirie Partnership needs to continue to promote public education as a preferred option.

## Client Opinion Summary

31 of 52 families completed the Parent Opinion Survey in November 2016.

There were 15 questions all based on the elements of the National Quality Standards. The responses ranged from Not at all/never through to Almost always/extremely.

The 3 questions: Is your child happy at Kindy?, Do you feel your beliefs and values are respected by staff? and Do you feel your child has a strong relationship with staff/ received the most positive responses with more than 95% being extremely high. This feedback is an indication that strategies to improve a sense of belonging in the Centre were effective (see QIP improvement area 3) The questions with the least positive responses were: Do you understand the role of Governing Council? Do you receive enough information about your child's learning, development and the program? As a result of this feedback we have identified the need to ensure families have more information and involvement with the Centre and their child's learning. This will come under the improvement area of Powerful Learning in the 2017 Quality Improvement Plan.

## 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.

The HR management portal holds a record of all staff screening timelines and the relevant staff member and I are emailed well before the screening is due to be renewed.

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

## Financial Statement

	Funding Source	Amount
1	Grants: State	\$551727.78
2	Grants: Commonwealth	\$0
3	Parent Contributions	\$9231.00
4	Other	\$103489.07

## 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  Improved ECD and Parenting Outcomes (Children's Centres only)	I was appointed .1 during 2016 as the Results Plus Preschool Project Officer for the Pirie Partnership. Our centre also hosted the Pirie preschool numeracy meetings I facilitated each term. Our focus was to develop a method of collating the Numeracy Indicator data which staff were collecting on each child. (See Quality Improvement planning)	Staff confidence with using the Numeracy indicators increased. More numeracy data was collected and reported on for all children.
Improved outcomes for children with disabilities	An Individual Learning Plan (ILP) was developed for all children identified with additional needs. Information from the families, educators and other professionals all contributed to the ILP. The EYLF underpinned specific goals identified for each child, which were documented in their ILP. Staff regularly reviewed and modified the goals both within the staff team and in conjunction with the family and other professionals. Preschool support funding was used to support these children.	All children with additional needs, achieved some or all of their goals. Family feedback indicated that children had made significant progress.
Improved outcomes for children with additional language or dialect	We received funding to support several children who had English as their second language. An ILP was developed for each child in conjunction with their family. An ECW was employed with the Bilingual funding to assist staff in achieving the goals for each child	All of the child who were identified as having English as a second language were able to speak English quite fluently by the end of the year.

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