



# Streaky Bay Children's Centre 2017 Annual Report to the Community



Government  
of South Australia

Department for Education  
and Child Development

Streaky Bay Children's Centre Preschool Number: 6668

Partnership: Far West

Name of Preschool Director:

Wendy Carcuro

Name of Governing Council Chair:

Steph Roberts

Date of Endorsement:

12/02/2018

## Context and Highlights

The Streaky Bay Children's Centre have once again had a positive year with many highlights which helped to improve learning for the children and families at the Streaky Bay Children's Centre. Streaky Bay is a small rural community with a population of 2074 in the DC and 1378 in the township ( Aust. Bureau of Statistics 2016). Families who access the centre are chiefly Caucasian, with 4% of children enrolled in the preschool program in 2017 from non-English speaking backgrounds and 8% Aboriginal. 92% of children lived in or close to the township, with 8% of children living in rural or remote areas, and 4% travelling to the centre by school bus. Two thirds of the children live in homes where both parents are in full time or part time employment, 25% live in single income homes, while 8 % have single parents.

The Streaky Bay Children's Centre is a stand alone part time centre and provides a preschool program, funded occasional care, lunch care, school bus access and a community playgroup. A transition program in term 4 gives children the opportunity to attend up to 4 pre entry orientation sessions. 25 Children attended kindergarten in 2017.

Our occasional care program offered up to 451 funded sessions per term for children under the age of 4 years. Of the families who access the occasional care program, one quarter receive a concessional fee and 20% receive the sibling reduction fee.

The SBCC is in a partnership group with other schools & preschools in the Far West Region, working together collaboratively to establish shared goals & successes. Our Category ranking for 2017 based on isolation & social economic status of the population was a 2 ranking & will remain this for 2018.

In 2017 the Kindergarten was staffed by a permanent part time director and teacher, and a contract early childhood worker. Preschool Support Workers, worked with children with additional needs. The occasional care program was staffed by 2 contract part time early childhood workers.

Our site is constantly researching ways to improve or change programs to improve care & education for children in Streaky Bay. Special learning experiences have included involvement in clean up Australia day and National tree day to support children's learning about sustainability, Wanna Manda Day supporting children's learning to respect the Wirangu culture, the Eat a rainbow program to support learning about nutrition and numerous visitors from and excursions into the local community.

## Report from the Governing Council

"Around here, we don't look backwards for very long... We keep moving forward, opening up new doors and doing new things because we're curious... and curiosity keeps leading us down new paths." Walt Disney

2017 was another successful year for the Streaky Bay Children's Centre.

The wonderful children and their families, along with the fantastic teaching staff, made the Centre thrive with activity and excitement.

The Children had a busy year attending to everyday life at the Centre along with extra activities such as Clean Up Australia Day, Eat a Rainbow, Wanna Manda Day, Tree planting, Barry Peters performance, and excursions into the community.

In amongst all this activity the staff worked hard to provide experiences for the children within the 5 EYLF Learning outcomes. They aimed for children to develop:

A strong sense of identity, connecting and contributing to their world, a strong sense of well being, becoming confident and involved learners and being effective communicators.

Watching the children grow and develop throughout the year saw these outcomes met- a huge thank you to the staff for nurturing and guiding our children.

Occasional care and playgroup have continued to provide an amazing service to the younger children. Activities such as the bright bees screening day and parents in education night were well attended. Again the staff and the volunteers working in these areas have excelled.

An almighty thank you needs to go the fundraising team as well as the families helping to support fundraising events, as they are crucial to raising funds for the centre. A whopping \$9000 was raised at events including, the Streaky Bay races, community bottle drive, market day and the infamous Face-book Auction. Funds will be put towards a kitchen upgrade in 2018.

Thank you also to the Governing Council members- a job well done!

Stephanie Roberts

Chairperson



## Quality Improvement Planning

Our QIP is developed, identifying key focus areas in the 7 quality areas of the NQS. The QIP is a working document and is developed in collaboration with staff, children, Governing council, families and community. Priorities are set based on evidence and latest research as well as priorities within our own context.

### QA1, Educational Program & Practice,

Priority: 1 Develop an effective planning cycle for documenting planning, assessment and evaluation of all learning. 2. A pedagogical focus on building dispositions of learning and executive function skills. & 3. Provoke and stimulate the learning of children through rich literacy experiences and Increased oral literacy skills.

Achievements: Staff refined a range of processes to ensure each child has an individual learning plan to ensure their individual needs& interests are met, working in collaboration with families. All families attended 1 or 2 interviews to work with staff to develop these. Staff attended training with Deb Lasscock and Speech pathologists to build staff capacity. A commitment to action was made to increase children's vocabulary. Every child had a learning story termly using literacy and numeracy indicators. 91.3% of children of achieved phonological awareness in preschool domains by the end of preschool. 65% achieved skills expected by the end of reception.

### QA2, Children's Health & Safety

Priority: 1.Preventative steps in controlling the incidence and spread of infectious diseases.

2.For children and their families to have an understanding of healthy eating.

Achievements: A spreadsheet was developed to record children's immunisation status. Information available for parents on immunisation and infection control. Eat a rainbow program run in T2. Regular cooking with recipes sent home, using healthy ingredients.

### QA3 Physical Environment

Priority: 1. Have a safe & well maintained physical environment that promotes exploration and learning through play

2. Developing more natural play spaces & Sustainable practices are increased & embedded in our daily practice.

Achievements: We were engaged in sustainable community events such as Clean up Australia Day & National Tree Day. Engagement in Wanna Manda Day with local Wirangu member. Stepping logs and logs to build with were added to front yard play space. Staff and parents attended the nature play conference in Ceduna.

### QA4 Staffing arrangements

Priority: 1. Have staff working together, engaging in discussion, reflective thinking & professional learning to review and improve practice.

Achievements: Staff engaged in professional learning related to numeracy, executive functions (impulse control), literacy, assessment strategies, sustainability, STEM and inquiry approaches.

### QA5 Relationships with Children

Priority 1: Support children to develop a strong sense of well being through forming positive & respectful relationships increasing children's trust and belonging. 2 Use strategies to increase children's engagement, involvement, independence & resilience.

Achievements: Exploring the Active learning environment of RRR to reflect on teacher practice, building the dispositions of learning and children's level of involvement.

### QA6 Collaborative partnerships with families & communities

Priority: 1 Increase opportunities for parents to be involved in curriculum and service decisions. 2. effective transition practices implemented.

Achievements: Joint transition policy developed with the SBAS. Involvement for the first time in the parenting in education week.

### QA7 Leadership and management

Priority 1. Improve induction processes 2 Regular performance development with staff 4. Review policies & procedures to meet NQS . Wendy attended NQS leadership training - building capacity of staff.

## Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2015	22	22	23	25
2016	24	23	23	24
2017	23	24	24	24

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

Preschool enrolments for 2017 were very similar to the previous 2 years, this has resulted in enough enrolments to warrant extra staffing with an ECW in the preschool program. This had a positive effect on the preschool program with increased opportunities to build strong relationships and provide quality programs. In a remote area such as Streaky Bay with only one preschool in the town, enrolments are directly related to birth rates in any years, as well as families entering or leaving the community for employment or family reasons. Occasional Care enrolments for 2017 were Term 1, 50, Term 2, 50, Term 3, 51 and Term 4, 50. Enrolments were very consistent for the year. When booking children we ensure there is equitable access for all families in the community and the needs of current and new enrolments are considered every term.

## Attendance

Year	Term 1	Term 2	Term 3	Term 4
2015 Centre	92.4%	86.9%	89.1%	92.1%
2016 Centre	93.8%	85.5%	88.1%	91.7%
2017 Centre	88.8%	83.3%	85.9%	
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

As in the previous 2 years term 1 attendance was highest and Term 2 attendance was the lowest. We strongly encouraged regular attendance to preschool; promoting the positive impact this has on children's learning. Our aim is to maintain over 90% attendance. Since the introduction of Universal Access, some families have had difficulty accessing the full 15 hours entitlement per week, with attendance lower on Monday afternoons. A survey in 2016 about session combinations resulted in the majority of families preferring the Monday afternoon session to remain. We are unable to offer preschool on Monday mornings or Wednesday due to occ. care and site capacity. Absences were monitored and generally due to illness or families away from Streaky Bay for family reasons (i.e., appointments, holidays etc). Parents are encouraged to inform the centre if their child will be absent and families are contacted if a child is absent for a period of time to develop strategies to support their attendance.

## Destination Schools

Feeder Schools (Site number - Name)	2015	2016	2017
0745 - Streaky Bay Area School	100.0%	100.0%	100.0%
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

100% of children enrolled in 2017 indicated that they identified Streaky Bay Area School as the school their child would attend. 8% of children ended up attending different schools as circumstances changed and families moved from the district. This year we worked closely with the Streaky Bay Area School to support the children's successful transition to school, resulting in a shared transition policy. We will continue to look at strategies to strengthen orientation and transition in 2018.

## Client Opinion Summary

An important part of improving our practice & understanding our effectiveness is through collecting parent opinion surveys. 48% of preschool parents returned a DECD generated parent opinion survey & 7 families returned a Site generated occasional care survey based on the NQS. Results were high scoring with most families agreeing or strongly agreeing with statements.

All families agreed or strongly agreed with statements about the Quality of teaching & Learning. From data received we will concentrate on improving methods of informing parents about children's learning.

91% of families agreed or strongly agreed with statements about the Support of Learning. From data received we will focus on changing the programs to improve student achievement, as well as providing information about other support services in the community.

73% of families agreed or strongly agreed with statements about Relationships and communication. From data received we will focus on developing partnerships with families ensuring they are informed and consulted.

100% of parents agreed or strongly agreed with statements about Leadership, management and organisation. 64% strongly agreed or agreed with statements about decision making. Responses indicate that we need to focus on giving parents opportunities to be involved in centre planning and decision making.

"The pre school is fantastic for our community and my children. The staff do an incredible job!" " the teaching and learning opportunities for my child are wonderful. I appreciate the staff engaging in my child's interests to further develop their language, learning and understanding".

From data received in the occasional care survey we will focus on providing information about the program.

"It is a fantastic service, my child loves going to OC... a testament to the engaging and caring nature of staff members".

## DECD Relevant History Screening

All staff have current Relevant History Screening documentation which is kept on file and in a database: Teacher Registration certificates and DECD Authority to Teach letters for all teachers, and Employable Ancillary Register Authority to Work letter and DCSI clearance letter for all Early Childhood Workers.

Maintenance contractors employed by DPTI have Relevant History Screening as well as the cleaner and grounds person. Work experience and Tafe students and volunteers also have completed DCSI screening.

## Financial Statement

	Funding Source	Amount
1	Grants: State	\$300690.79
2	Grants: Commonwealth	\$0
3	Parent Contributions	\$11873.85
4	Other	\$16611.41

## 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	Funding was used to provide professional learning for educators to improve knowledge and skills in teaching literacy and numeracy. All staff attended literacy training with Eyre Regional speech pathologists in term 1. Teaching staff attended 2 training sessions on numeracy and executive functions with Deb Lasscock. The centre had 2 student free days exploring the LDAM methods. Both days were held at the SBCC, 1 we invited other staff from surrounding sites and we explored RRR, active learning environments, the 2nd day was used to build capacity of staff with in the centre around literacy and numeracy cycle of assessment and planning.	Staff made a commitment to action to extend children's vocabulary. We explored active learning environments and the pedagogical changes made to improve teaching practice.
Improved ECD and Parenting Outcomes (Children's Centres only)		
Improved outcomes for children with disabilities	Intervention and support programs were provided for a number of preschool children in 2017. 25 % of preschool children received preschool support funding from DECD, chiefly for speech and language programs. Staff were employed on Tuesdays and Thursdays to support children with their intervention programs. The centre employed extra staffing with site funds to ensure children's learning needs were met.	On exiting preschool, some who had been receiving support had reached age appropriate levels in their identified areas of need & others would require ongoing support programs
Improved outcomes for children with additional language or dialect	NA	

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