Nuriootpa Community Children's Centre

Annual Report 2012

Program Sharing  
Purchasing  
Parent Involvement

Context

Org Unit No: 5308
Preschool Name: Nuriootpa Community Children's Centre
Preschool Director: Mrs Catherine Bury
Region: Barossa
**Enrolments**

**Figure 1: Enrolments by Term**

**Total Enrolments 2010 - 2012**

![Graph showing enrolments by term from 2010 to 2012.](image)

**Table 1: Enrolments by Term**

<table>
<thead>
<tr>
<th>Year</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>94</td>
<td>98</td>
<td>102</td>
<td>105</td>
</tr>
<tr>
<td>2011</td>
<td>97</td>
<td>97</td>
<td>98</td>
<td>99</td>
</tr>
<tr>
<td>2012</td>
<td>74</td>
<td>89</td>
<td>85</td>
<td>85</td>
</tr>
</tbody>
</table>

Based on person counts in the two week reference period each term. Excludes pre-entry.

Source: Preschool Data Collection, Data Management and Information Systems

The Centre enrolments remained high in 2012.

**Attendance**

**Figure 2: Attendance by Term**

**Attendance Percentages 2010 - 2012**

![Graph showing attendance percentages by term from 2010 to 2012.](image)

**Table 2: Attendance Percentages 2010 - 2012**

<table>
<thead>
<tr>
<th>Attendance Percentage</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010 Centre</td>
<td>89.4</td>
<td>91.8</td>
<td>92.2</td>
<td>93.3</td>
</tr>
<tr>
<td>2011 Centre</td>
<td>88.7</td>
<td>90.7</td>
<td>90.8</td>
<td>89.9</td>
</tr>
<tr>
<td>2012 Centre</td>
<td>98.6</td>
<td>100.0</td>
<td>83.5</td>
<td>83.5</td>
</tr>
<tr>
<td>2010 State</td>
<td>88.8</td>
<td>90.3</td>
<td>88.0</td>
<td>88.2</td>
</tr>
<tr>
<td>2011 State</td>
<td>89.9</td>
<td>89.1</td>
<td>88.4</td>
<td>89.6</td>
</tr>
<tr>
<td>2012 State</td>
<td>87.4</td>
<td>85.9</td>
<td>84.4</td>
<td></td>
</tr>
</tbody>
</table>
The Centre was able to attain high attendance in 2012, the figures demonstrate close to or above the State percentages. Families are encouraged to contact the Centre if their child is not attending. The Centre contacts families where there is a fall in attendances to establish a reason for absences.

**Feeder School Percentage Data**

**Table 3: Feeder School Percentage Data 2010 - 2012**

<table>
<thead>
<tr>
<th>Feeder Schools</th>
<th>Type</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>0160 - Greenock Primary School</td>
<td>Govt.</td>
<td>11.4</td>
<td>8.6</td>
<td>11.3</td>
</tr>
<tr>
<td>0223 - Light Pass Primary School</td>
<td>Govt.</td>
<td>8.6</td>
<td>4.3</td>
<td>2.8</td>
</tr>
<tr>
<td>0241 - Mallala Primary School</td>
<td>Govt.</td>
<td>3.2</td>
<td>3.2</td>
<td>3.2</td>
</tr>
<tr>
<td>0318 - Nuriootpa Primary School</td>
<td>Govt.</td>
<td>34.2</td>
<td>31.1</td>
<td>35.2</td>
</tr>
<tr>
<td>0427 - Tanunda Primary School</td>
<td>Govt.</td>
<td>4.8</td>
<td>4.3</td>
<td>5.6</td>
</tr>
<tr>
<td>0442 - Truro Primary School</td>
<td>Govt.</td>
<td>1.4</td>
<td>1.4</td>
<td>1.4</td>
</tr>
<tr>
<td>8202 - Trinity College Gawler River School</td>
<td>Non-Govt.</td>
<td>1.0</td>
<td>1.0</td>
<td>1.0</td>
</tr>
<tr>
<td>8337 - Trinity College North School</td>
<td>Non-Govt.</td>
<td></td>
<td></td>
<td>2.8</td>
</tr>
<tr>
<td>9093 - Good Shepherd Luth Sch - Angaston</td>
<td>Non-Govt.</td>
<td></td>
<td>1.1</td>
<td></td>
</tr>
<tr>
<td>9099 - Redeemer Lutheran School</td>
<td>Non-Govt.</td>
<td>40.0</td>
<td>45.1</td>
<td>38.0</td>
</tr>
<tr>
<td>9106 - Tanunda Lutheran School Inc</td>
<td>Non-Govt.</td>
<td>2.2</td>
<td>2.8</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>100.0</strong></td>
<td><strong>99.9</strong></td>
<td><strong>99.9</strong></td>
</tr>
</tbody>
</table>

Source: Term 3 Preschool Data Collection, Data Management and Information Systems

**Preschool Support Program and Early Intervention**

Children accessing these programs were monitored closely with staff working alongside them using the programs provided by the speech pathologist. Families were informed regarding their progress and schools were provided with information to support a smooth transition to their future learning and development. Needs ranged from children with identified disabilities to children requiring support for behavior, physical coordination and social skills.

**Quality Improvement Plan ~ Highlights and Achievements**

The staff team worked together to develop the Quality Improvement Plan identifying areas requiring further development within the 7 Quality Areas.

**Quality Area 1 ~ Educational program and practice**

<p>| Identified issue                                                                 | Improvement in Literacy learning outcomes – | Achievements - Staff developed more confidence in providing a rich Literacy program. The training enabled them to see Literacy opportunities in children’s play. Intentional teaching to support identified literacy needs. Literacy responses and involvement of parents |
|----------------------------------------------------------------------------------|--------------------------------------------|----------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EYLF – Outcome 5 children express ideas and make meaning using a range of media | To increase use of language in their creative play experiences sharing stories and symbols from their own culture, expressing ideas and making meaning. Establishing a program which develops the children’s understanding and awareness of literacy. | To provide staff with training and information on Literacy development in the early years in Term 2, 2012. (Based on University Literacy Unit from BAECE) To develop staff confidence in provision of literacy learning program                                                                                       |                                                                                                                                                                                                  |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td><strong>Outcome 5:</strong> to convey and construct messages with purpose and confidence, building on home/family and community literacies and the broader community. To explore opportunities for Literacy with the centre and wider community – stories from family, grandparents, activities with the primary and high school students.</td>
</tr>
</tbody>
</table>

### EYLF – Outcome 5

#### Children interact verbally and non-verbally with others for a range of purposes

**Improvement in Numeracy learning**

- Support children to develop an increasing understanding of measurement and number using vocabulary to describe size, length, volume, capacity and names of numbers.
- Using training, experience from 2 research projects and equipment purchased in 2011 to further promote children’s confidence in using mathematical language and equipment.
- To continue accessing training and purchasing quality resources including real life equipment providing children with opportunities to describe and explain mathematical ideas.

**The data demonstrated that all children improved their numeracy skills and abilities. Using the Preschool Numeracy Observation Record.**

**The staff involvement in training and research was evident in the depth of their use of mathematical language and increased awareness of numeracy opportunities.**

### Identified Issue

**EYLF - Outcome 1**

**Children develop knowledgeable and confident self identities.**

**Cultural competencies**

- The centre demonstrates through policies, practices, resources, the environment and the learning program a respect for and valuing of diversity, acknowledging the varying approaches of children, families, communities and cultures.
- Improving staff skills and understanding of cultural competence essential for planning a learning program which recognizes and builds upon the knowledge, languages and understandings that children bring.
- Staff attended a training session on – Cultural Competencies. Staff feedback indicated further training

**Review of policies, practices, our philosophy statement and centre values acknowledging and valuing diversity.**

**Director involved on working party to develop staff/region cultural competence. Performance development based on reflective journals to support staff in critical reflection on identity and implications for**
2013

Centre staff team were involved in developing journals to promote critical reflective practices which involved self reflection on their ‘Identity’ and the possible impact on their practice. Building true valuing of diversity demonstrated through Centre policies, practices, resources, the environment and our approach to families and children.

This will be an ongoing journey in 2013 ~ exploring and developing our skills and understandings to provide a program which recognizes and values cultural diversity.

We are involved in the community – Vintage Festival scarecrows, Tanunda Show display, visits to share singing with elderly, exciting transition prospects with local schools, visits from community services and many more.

We continue to welcome and encourage families to be involved in the children’s learning and development.

Quality Area 2: Children’s Health & Safety

The centre established daily safety checks of buildings, equipment and the general environment and purchased special mugs to ensure safety with hot liquids in line with element 2.3.2.

All educators has completed their responding to abuse and neglect requirements in 2012 in line with element 2.3.4.

Element 2.3.4 Ongoing 2013

Educators, co-ordinators and staff members are aware of their roles and responsibilities to respond to every child at risk of abuse or neglect.

The centre develops information about child protection procedures and expectations for staff and families with a current list of local community resources to access information and support.

Quality Area 3: Physical Environment

A cleaning schedule was developed in line with element 3.1.2 to ensure premises, furniture, and equipment are safe, clean and well maintained.

The centre changed cleaners as we had concerns with level of sanitation in centre. We are very happy with the standard of the new cleaner.

In 2013 we will hope to have facilities improve the centre – painting outside building and replacing vinyl in Preschool section. We will continue to review the hygiene and safety of the centre.

Quality Area 4: Staffing Arrangements

Attempts were made to explore budget options to provide greater opportunities for staff to communicate with parents. Unfortunately it was a very difficult year with the budget being tight due to increased costs and changes to staffing under NQS.

Centre values were reviewed by staff, parents were encouraged to contribute suggestions and Governing Council discussed and endorsed.

In 2013 we will continue to ensure staff demonstrate professional behavior with an understanding of the centre values and grievance procedures working collaboratively to ensure a positive environment for our children and families.

Quality Areas 5: Relationships with children

In 2013 we will continue to –

5.1.3 – Establish strategies to ensure each child is supported to feel secure, confident and included.

To continue improving our processes for learning about the histories, cultures, languages, traditions, child-rearing practices and lifestyle choices of families using the service so we can better meet the needs of our children.

5.2.3 - The dignity and the rights of every child are maintained at all times. Anti- Bullying policy was developed and endorsed by Governing Council after consultation with the centre community.
Quality Area 6: Collaborative partnerships with families and communities

6.1.1 Improvement were made to the enrolment and orientation process. Currently families in Child Care are introduced to the centre individually by Administration Officer/ Assistant Director CC. Preschool families have been invited to an information session when their children are due to commence Pre-entry. With the introduction of Universal Access for Preschool children in Term 3 we will no longer be able to have Playgroup and Pre-entry which are our transition programs where we have welcomed families and children into the centre.

6.1.3 The expertise of families is recognized and they share in decision making about their child’s learning and wellbeing. Procedures in place to ensure regular transfer of current information regarding their child’s needs, interests and feedback about their progress, relationships, interests and experiences.

6.2.1 The expertise of families is recognized and they share in decision making about their child’s learning and wellbeing. We are working on developing opportunities to share information on a more regular basis.

6.2.2 Current information is available to families about community services and resources to support parenting and family wellbeing. We are reviewing this information, how it is presented and how we advise families to ensure they are more confident to access it independently.

6.3.3 Access to inclusion and support assistance is facilitated. Staff team are informed regarding the programs established and the current progress of children receiving support to ensure consistency of inclusive programs designed to meet the child’s additional health or developmental needs.

The DECD Parent Survey in 2012 indicated a high level of satisfaction in the centre. In 2013 we will be working to provide parents with more opportunities to participate in decisions about their child’s education and the development of centre plans through the Governing Council.

Quality Area 7: Leadership and service management

The centre staff are highly qualified with the Director achieving the Bachelor of Early Childhood Education(2012), a teacher nearly completed Bach. ECE. 4 Early Childhood Workers now successfully completed Child Care Diploma Child Care staff member achieving Diploma in CC and majority of other CC staff with Diploma and seeking to do advanced stage.

7.1.4 Promote children’s learning to families. Centre staff are continually exploring opportunities to improve how we promote the children’s learning to families. When families are informed regarding their child’s learning are more likely to become actively involved. Developing more strategies and opportunities for sharing children’s development and learning.

Promote discussion around developmental theories, new ideas & research. To ensure current learning and developmental information is accessed, discussed and used to inform our practice. Staff express more confidence in accessing and reflecting on current professional information.

In 2013 the staff will be involved in Professional Development requiring them to identify the theorists they use to underpin their practice and how this impacts on the program, materials and activities they provide and the form of assessment to be used.

7.2.3 An effective self-assessment and quality improvement process is in place. Establish processes for planning and review of the centres new Quality Improvement Plan. (This was a huge achievement and I thank the staff for their hard work and commitment to their profession!)

2013 To ensure we are following an improvement cycle we need to develop a process to demonstrate we meet the standards, there is ongoing self review, improvement planning, intervention and support with documented evidence and timeframes for key improvements to be achieved.