



Parafield Gardens Children's Centre 2016 Annual Report to the Community



Government
of South Australia
Department for Education
and Child Development

Parafield Gardens Children's Centre Preschool Number: 2654

Partnership: Hollywood Lakes & Gardens

Name of Preschool Director:

Faye Stasinowsky

Name of Governing Council Chair:

Stephanie Thompson- Skelley

Date of Endorsement:

14/02/2017

Context and Highlights

A Centre that truly provides services that support the development and well being of families and young children bringing together care, education, health, community development and family services combined with family and community partnerships. This is our living vision and philosophy.

The Centre continues to be extremely diverse with 82% of our children being from either – Culturally and Linguistically Diverse (CALD) ATSI or having special rights.

A great variety of care, education, health, community development, family service and community partnerships have continued throughout the year. Staff team of 25- 30. Numerous staff had a variety of roles e.g Occasional Care and preschool support; Bilingual and E.C.W, crèche, playgroup leaders. It was the first entire year of having a full team of allied staff, full time Community Development Coordinator, Family Services Coordinator, .3 speech pathologist and occupational therapist to help provide positive outcomes in supporting children and families through the ongoing work of the Children's Centre.

There is a real "vibe /feel" in the Centre. There are a variety community programs and partnerships which are multi disciplinary and offer a range of services for families and young chn - conception to 8 years. These "wrap around " services help to provide the best outcomes.

1. Midwifery services have expanded to include all pregnancies (with the exception of high risk pregnancies).
2. CAFHS facilitate clinics fortnightly and new parenting programs twice per year.
3. Pathways have been developed for children identified as having developmental delay.
4. Over 300 Early Literacy Packs were distributed including the Little Big Book Club and Let's Read for chn 0-4 years, plus kindergarten book library.
5. Book Swap raising \$140 for Little Big Book Club
6. Parenting Programs delivered include Circle of Security; Bringing Up Great Kids; Infant massage; Topic Specific workshops e.g. Children learning English as an Additional Language.
7. Adult Education Programs including Everyday English, Food for Life, Living and Working with Children.
8. PCP project 'Children and Screen Time' raised awareness of the potential positive and negative impact on child development.
9. The Centre has been utilized by Dept. for Child Protection staff to facilitate access visits.
- 10 \$300 from the sale of chn's painted plates to Save the Children

Report from the Governing Council

2016 has seen many exciting things happen at Parafield Gardens Children's Centre. As a Governing Council we have met regularly throughout the year.

Early in the year we had a successful fundraising event at Bunnings - our major fund raiser for the year and have put in an application for 2017.

We continued to support the ongoing work of the Children's Centre which is for pre birth to eight years of age. The Centre offers numerous supportive services for families and is very inclusive and welcoming of everyone.

In July Governing Council hosted a morning tea to acknowledge the work of all staff members and the wonderful work they all do. Numerous staff received Certificates of Service from DECD at the same time. We see the enthusiasm of children in their learning, staff being very supportive and vice versa. The outcomes for children's learning is continually growing as staff engage and reflect on their teaching which has been supported by Professional Development opportunities that Governing Council have agreed to. Eight staff attended 6 days with Claire Warden, and 2 staff have had the great opportunity to go to Reggio Emilia (Italy) as part of a DECD study tour in January which we will hear more about this year.

As parents and being Governing Council members we were very proud that the Centre had been approached to be part of the DECD Collaborative inquiry into Excellence project which continues on in 2017.

Grounds improvement with replenishing of mulch, pumped in mulch for the front (beyond) area, vegetable garden beds producing after appropriate organic soils being added, planting of fruit trees, vines and shrubs.

Thank you to all governing members for their work and contributions and ask for others to be part of Governing Council for 2017.

Quality Improvement Planning

There continued to be a major focus on children's wellbeing and being powerful learners with every child being stretched in their learning including numeracy and literacy.

For components of Numeracy the children were in differentiated numeracy groups. Educators planned weekly, reflected on children's learning allowing movement of children. Concepts such as same and different, more and less, first and last, sorting, use number in play, ask questions, subitising 1-6, standard and non standard dice patterns, number games, bingo, working with doubles, breaking a counting sequence. Chn received numeracy kits which were added to throughout the year.

Literacy

Oral language and book awareness is supported through all programs in the Centre. In Preschool PASM was used to record children's use of rhyme, syllables and letter sounds.

Standard 1.2.1 chn's learning and development is assessed part of ongoing cycle

Goal – high expectations re engagement, powerful learners.

Progress- high expectations – discussions with educators, children and families, learn from mistakes, risk taking, develop independence, responsible respectful environments

Story Park - is an online program which was used for preschool children for observations, learning stories successfully which could be accessed by staff anywhere.

S 2.2.2 P.D with the Cancer Foundation and we are now a Sun-smart Centre, nut aware plus having community foodies in and with the children have complied our own welcome to country which is acknowledged at the start of the day

S 3.3.1 energy efficiency and sustainability, care for our natural environment, food cycles - care and processes, recycle bins, nude lunches, wormeries and a sensory gardens that was constructed with the children

S 4.2.3 Occasional Care with U 2's increased. There was a huge improvement for all children with numeracy and 4 Top 5, many progressing into reception learning. Literacy PASM- all children improved understanding and use of rhyme. syllables, concept print

S 5.2.3 Children's challenging behaviour – resources and different strategies have been used – e.g breakfast, engine room, sensory items, quiet / peace room. OT students – 10 week block small group, regular multi D meetings, liaised with allied health services, parent groups - Circle of Security, Bringing up great kids, Baby massage, Mindfulness & journaling

S 6.3.4 Own Centre Welcome to Country which came from discussions with the children. Children and educators have discussed it's meaning and recite this together every morning. Aboriginal health checks have occurred throughout the year

S 7.1.2 Professional and personal commitment to collective goals, consolidated leadership team, leaderful environment for children, families and staff. Regular meetings including multidisciplinary, Centre Learnlink group for sharing and communicating. Eight staff attended, 6 days with International Nature Pedagogist Claire Warden. It provoked meaningful reflective discussions and influenced pedagogy and learning with the children.

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2014	102	105	111	114
2015	110	116	113	110
2016	113	112	113	

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

There has been a constant high demand for enrolment at PGCC over the last years. Due to capacity families are informed of other local preschools.

Enrolments have remained consistent over the last years despite children leaving throughout the year due to families moving house or children commencing school mid year. Likewise there have been families moving into the year. Whilst the enrolments look stable, 10 children had left by the end of term 2. Five children went to Catholic schools with mid year intakes and 5 other children/ families had moved house. 16 new children commenced during term 3 while 2 children moved and another child started in term 4. Enrolments were 118 term 4 but several children were away or were irregular attenders.

Throughout the year 129 children attended the preschool with 17 moving in and 11 children leaving prior to the end of the year.

Attendance

Year	Term 1	Term 2	Term 3	Term 4
2014 Centre	86.3%	86.7%	85.6%	85.1%
2015 Centre	84.5%	90.5%	88.5%	89.1%
2016 Centre	84.1%	86.6%	85.8%	
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 improved with term 2 and term 3 being 2% below DECD attendance in comparison with term 1 which was 5% below DECD attendance. Attendances are regularly checked by phoning families re absences, SMS and Facebook re events, celebrating events. A greater number of families were informing us re absences.

At the start of the year we had 5 children away visiting families overseas which is not uncommon for our community. Likewise there were 6 children who left to go overseas visiting family before the end of the year.

There were several children who were irregular attenders which in turn had an effect on the overall percentage. With children attending for 2 full days if they are away for 1 day that's 50% of the week in comparison where some sites may still offer half days across the state.

Regular attendance is prompted and followed up weekly by staff and families are asked to inform us of any absences.

Destination Schools

Feeder Schools (Site number - Name)	2014	2015	2016
0255 - Angle Vale Primary School	0.0%	0.0%	1.0%
0497 - Woodville Primary School	1.0%	0.0%	0.0%
0537 - Parafield Gardens R-7 School	61.0%	47.6%	60.2%
0570 - Prospect North Primary School	1.0%	0.0%	0.0%
0935 - Para Hills School P-7	0.0%	1.0%	0.0%
0982 - Dernancourt School R-7	1.0%	0.0%	0.0%
0987 - Mawson Lakes School	6.7%	3.8%	3.9%
1135 - Karrendi Primary School	4.8%	5.7%	7.8%
1201 - Gulfview Heights Primary School	0.0%	1.0%	0.0%
1777 - The Pines School	0.0%	3.8%	1.9%
1848 - Golden Grove Primary School	1.0%	0.0%	0.0%
1851 - Settlers Farm Campus R-7	1.0%	0.0%	0.0%
8210 - Christian Brothers' College - Senior	0.0%	1.0%	0.0%
8296 - Rostrevor College	0.0%	0.0%	1.0%
8313 - St Dominic's Priory College	0.0%	0.0%	1.0%
8399 - Holy Family Catholic School	19.1%	27.6%	15.5%
8419 - Good Shepherd Luth Sch - Para Vista	0.0%	0.0%	1.0%
8424 - Bethany Christian School Inc	0.0%	1.0%	3.9%
8439 - Tyndale Christian School	1.0%	1.0%	1.0%
8454 - Pedare Christian College	0.0%	1.9%	1.0%
9042 - St Patrick's School	0.0%	0.0%	1.0%
9072 - St Augustine's Parish School	0.0%	3.8%	0.0%
9115 - Prescott Primary Northern	1.0%	0.0%	0.0%
9116 - St Paul Lutheran School	1.9%	1.0%	0.0%
Total	100%	100%	100%

Destination Schools Comment

In 2014, 77% of children attended government schools and 23% to Catholic and independent schools. 19% to Holy Family the local Catholic school.

In 2015 there was a 14% increase to Catholic and independent schools. In total 37% of enrolments with an increase of 27.6% of enrolments to Holy Family

In 2016 there was a swing back to 75% of enrolments to government schools and 25% to Catholic and independent schools. Holy Family with 15.5% of PGCC enrolments. Of this 60% to PGR-7 and 8% to Karrendi our 2 local schools.

Client Opinion Summary

The Parafield Gardens Children's Centre Survey used the 7 quality areas of NQS as a guide for feedback. The overall survey was very positive with the majority of response being strongly agree or agree.

Quality area 1: Educational program with 90% responding their child receives high quality teaching, 10% neutral. 100% strongly and agreed their child was learning new skills, 93% were informed about the program and it was responsive to their child's needs with extra comments about the nature program and excursions.

Q A 2: Health and Safety with 100% strongly or agreeing physical activity is promoted and effective practices are promoted and implemented. 6% were neutral about their child feels safe, supported in learning. Comments were very positive - a nice clean, promotes belonging for the children.

Q A 3: Physical Environment with 100% strongly or agreeing that that children are support show respect and be environmentally responsible. 6% were neutral about the environments being safe ,challenging and whether natural materials were promoted.

Q A 4: Staff with 97% strongly or agreeing that are very professional and ethical, staff friendly and welcoming and enthusiastic in their teaching ensuring the learning is interesting and enjoyable for the children.

Q A 5: Relationships with children with 1 parent disagreeing that their child felt secure and confident and 97% feeling that children from all backgrounds and cultures are treated fairly at the centre.

Q A 6: Relationships with families and community there were 9% neutral and 6% not aware of the extra services and program

Q A 7: Leadership & management 6% were neutral re confidence how the Centre is managed , effective leadership & events well organised.

The responses will be used as part of our responsiveness to families and community and the continuous improvement of our programs and services.

DECD Relevant History Screening

The Centre follows the DECD requirements re having DCSI for those specified by DECD according to the changes of policy 2016.

A record is kept at the Centre of staff, governing council members, volunteers, 3rd party providers, students which states their role and expiry date.

This is continually updated and forms copied as part of the induction process.

The Centre is registered and using the on line screening process with DCSI.

Financial Statement

	Funding Source	Amount
1	Grants: State	
2	Grants: Commonwealth	
3	Parent Contributions	
4	Other	

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	Numeracy and literacy discussed prior in Quality Improvement Plan. Families have accessed a range of support services including individual and group programs to enhance parenting, child development and wellbeing. The service partnerships include Midwifery, Child and Family Health, Paediatrics, Supported playgroups; relationship based parenting programs, Adult Community Education, Early Literacy programs including home literacy packs. Additionally individual families may be supported via counseling, referrals, advocacy and early intervention where developmental delays are identified.	Families accessed integrated services - Midwifery, CaFHS, Paediatrics, Supported playgroups; relationship based parenting programs, relationship based parenting programs,
Improved ECD and Parenting Outcomes (Children's Centres only)		
Improved outcomes for children with disabilities	In Preschool, educators employed to support children to participate, engage, develop areas of need start of the year 3 children identified with special rights, by term 4, 27 children identified. 17 children speech and language, 5 ASD, 1 developmental delays, 1 vision and 3 significant trauma. Many with overlaps. Chn's Centre speech path, O.T, supported play groups with Playconnect and Can Do 4Kids, agencies, paediatrician and Cafhs working with children and families across the Centre.	Children were able to Children able to • participate and learn across all program areas • have 12 months growth • growth with support individualised goals, programs
Improved outcomes for children with additional language or dialect	Bilingual staff employed some with several languages played a significant role in supporting the children and families. 60% of these children had NO or extremely little English and required support to settle, understand routines, develop play and social skills, build confidence so that they could actively engage in the curriculum and be effective learners. The children's growth especially with their numeracy and literacy is greatly supported by the collaborative work of Bilingual Assistants	<ul style="list-style-type: none"> • children's Oral language developed significantly in English and home language • supported their participation, learning in the program • wellbeing and confidence increased

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