



il nido Children's Centre 2016 Annual Report to the Community



Government
of South Australia
Department for Education
and Child Development

il nido Children's Centre Preschool Number: 4609

Partnership: Campbell

Name of Preschool Director:

Rebecca Heath

Name of Governing Council Chair:

Piero Sparapani

Date of Endorsement:

20th March 2017

Context and Highlights

il nido is in its seventh year of operation after commencing in January 2010. This year has been a year of consolidating on our previous successes, continuing on our journey of continuous improvement and there has been an ongoing focus on critical reflection on our pedagogy to improve our practices. The Long Day Care Professional Development Programme (LDCPDP) grant has been used this year to provide opportunities to attend a variety of professional development and also a series of workshops were run across the year with presenters brought in who would stimulate and provoke educator's pedagogy. This year has seen us implement the new requirements under the National Quality Framework. We have been implementing the 1:5 ratios in the toddler room (Stella) since 2011 so this hasn't presented an issue. In the preschool we have implemented the ratio to 1:11 but to ensure this we needed to cap our lunch time care to 33 children per day which limited the number of children we could have attend full days of preschool. The major change we have undertaken is creating a new position currently being held by a trainee to cover lunch times to ensure that all ratios are maintained during the day to guarantee the highest quality of care and education is provided to the children. Jane our CDC has worked for the past six months on developing our new website and the resulting website that went live has been well received by our community with enquiries increasing by 25%. Our virtual visitors through the face book page have increased from (2015) 712 to 831 likes with many of our posts being shared across Australia and the world about our educators' work. The face book page has also been used in a new way this year with a focus on education parents about intellectual stretch, brain development and the importance of play.

Report from the Governing Council

This year has been one of working to ensure the efficient operation of the centre. Amongst other challenges, we implemented a number of changes to meet the requirements of the National Quality Framework and improve ratios across several rooms.

There were several changes to staffing throughout 2016. These included a new cook, conversion of a trainee to ongoing employment, and welcomed a new qualified member to the site. We also farewelled Charmaine and Tracy in 2016. Charmaine has been successful in an ongoing Directors role at a neighbouring preschool. Tracy returned to a previous role with DPTI. We wish them both the best with their future careers. We also welcomed Jane as our new CDC in July this year. We are pleased to see this vital role for our site continue until July 2017, and we hope it will continue beyond.

In development of staff, this year the site provided two full-time work based traineeships, two educators completed their Diploma in Child Care, and another completed their Certificate 3 in Child Care.

The strong financial management of the site has meant some continued improvements to the site were able to be completed. These included replacement of rugs throughout the centre, new wooden tables for several rooms, new blinds for several eating areas to create warm spaces for the children to eat. Funding was also approved to replace and expand indoor play equipment for the children. Considerable funds have been spent on maintenance of the building to ensure everyone's wellbeing and safety. For the community, il nido has also provided funding for the purchase of parent books for families undertaking programs with our on-site Speech Pathologist.

In 2016, we have been fortunate to have welcomed four new members join our committee. The committee thanks all of all those who contributed to il nido in 2016.

Piero Sparapani, Chairperson

Quality Improvement Planning

Quality Area 1 Educational Program and Practice

It was identified in the 2015 Annual Report that we wanted to continue to provide children with a curriculum that promotes children that are confident and involved learners. We have been using LDCDP grant funds to provide for educators a rich professional development program in 2016. Training was provided on Floor Books, Aboriginal Health, Fire Training, NQS and Sign Language. This training has seen the educators refine and develop their pedagogy and influence the children's learning. As a result of this work, we have seen an increase in the number of children moving and staying in the highly competent band for 'children are confident and engaged learners'.

Quality Area 2 Children's Health and Safety

We identified in 2015 through an external NQS consultant viewing the centre that we needed to develop a supervision plan for Stella/Luna bathroom. We have since done the supervision plan with an emphasis on allowing the children a certain level of autonomy while also making sure that they are in hearing or line of vision. We have been working with our families trying to educate them about the value and purpose of risky play. A display has been set up on stick play and a risk assessment carried out. The parent feedback that has been provided has been overwhelmingly positive about the learning opportunities stick play provides.

Quality Area 3 Physical Environment

We decided that due to the one intake resulting in our babies room now having older children we needed to develop the outdoor environment to provide more challenges and learning opportunities. We spent a considerable amount of our profit on extending and landscaping the Sole yard to provide more natural spaces for the children explore. The Sole yard now includes a stage, sensory path, vegetable garden and mud pit. We also pulled up artificial turf in the Luna yard and created a more natural play space including a mud pit with mud kitchen, rabbit haven, open cubby and water wall for 3-4 year olds to learn with.

Quality Area 4 Staffing Arrangements

Team building has been a focus throughout the year with team meetings being introduced for every term for 2 hours. During these meetings lead by the team leader or lead teacher, teams discuss issues they maybe having as a team, share pedagogical challenges and view web training sessions as a team to promote discussion about improving practices of educators.

Quality Area 5 Relationships with Children

Educators have had a full schedule of professional development with a number of sessions focused on attachment theory. Eight staff members undertook Circle of Security training during the year with Bec. This core training alongside collecting data about the children's wellbeing and involvement has seen an increase in educators capacity to support children's attachment, exploration and wellbeing. Cultural Competency Training was also provided on Aboriginal inclusion and health. All educators are now able to support and be better inclusive of Aboriginal families and children in our community.

Quality Area 6 Partnerships with families

We have been offering a variety of parent nights through the partnership to support families on their journey as a partner in their child's education. We have been developing new partnerships with community organisations to work in partnership to develop programs and support groups to better meet the needs of our community. These partnerships including Campbelltown Council, Families SA, Lutheran Community Care and Relationship Australia.

Quality Area 7 Leadership and Service Management

The philosophy has been reviewed to better NQS. There has been regular updates from Governing Council now included in the newsletter twice per term.

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2014	51	56	58	54
2015	61	64	63	63
2016	63	63	59	

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

Our enrolment numbers commenced the start of the year at 63 and remained at this number until we lost children to mid year intake private schools and families moving out of the area. We are pleased to see that our numbers are continuing to remain around 63 as we move into 2017.

Attendance

Year	Term 1	Term 2	Term 3	Term 4
2014 Centre	88.2%	89.3%	93.1%	90.7%
2015 Centre	95.1%	89.1%	88.9%	88.9%
2016 Centre	82.5%	85.7%	93.2%	
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

During the year we have been focusing on increasing our attendance percentage through parent displays, individual chats and notes in pockets about the importance of regular attendance. This has resulted in Term 3 and Term 4 our attendance data increasing 93.2% above the state average of 87.7%

Destination Schools

Feeder Schools (Site number - Name)	2014	2015	2016
0316 - Norton Summit Primary School	2.1%	0.0%	0.0%
0328 - Parkside Primary School	0.0%	0.0%	2.0%
0419 - Athelstone School	2.1%	8.1%	5.9%
0596 - Highbury Primary School	2.1%	0.0%	0.0%
0699 - Burnside Primary School	0.0%	0.0%	2.0%
0923 - Stradbroke School	4.3%	13.5%	13.7%
0971 - East Torrens Primary School	0.0%	2.7%	0.0%
0973 - Paradise Primary School	4.3%	2.7%	3.9%
0982 - Dernancourt School R-7	0.0%	0.0%	2.0%
1028 - Charles Campbell College	29.8%	8.1%	25.5%
1036 - East Adelaide School	0.0%	2.7%	3.9%
1043 - East Marden Primary School	17.0%	32.4%	19.6%
1090 - Redwood Park Primary School	2.1%	0.0%	0.0%
1154 - Thorndon Park Primary School	6.4%	8.1%	7.8%
1213 - Magill School	2.1%	5.4%	0.0%
1228 - Felixstow Community School	0.0%	5.4%	2.0%
1284 - Athelstone Junior Primary School	2.1%	0.0%	0.0%
6026 - Christian Brothers College - Junior	0.0%	0.0%	2.0%
8006 - St Francis Xavier's Regionl Cath Sch	2.1%	0.0%	0.0%
8031 - Sunrise Chrstn Schl:Prds Campus	0.0%	0.0%	2.0%
8205 - Blackfriars Priory School	2.1%	0.0%	0.0%
8311 - St Aloysius College	2.1%	0.0%	0.0%
8314 - Saint Ignatius' College	0.0%	0.0%	2.0%
8359 - St Martins Lutheran College	2.1%	0.0%	0.0%
8362 - St Mary's College	2.1%	0.0%	0.0%
8385 - Saint David's Parish School	2.1%	0.0%	0.0%
8419 - Good Shepherd Luth Sch - Para Vista	0.0%	2.7%	0.0%
9013 - St Francis of Assisi School	10.6%	2.7%	3.9%
9031 - St Martin's Catholic Primary School	0.0%	0.0%	2.0%
9032 - St Joseph's School - Hectorville	0.0%	2.7%	0.0%
9082 - St Joseph's School - Tranmere	0.0%	2.7%	0.0%
9088 - St Pius X School	2.1%	0.0%	0.0%
Total	100%	100%	100%

Destination Schools Comment

Our children attend a wide variety of public and private schools. Our major feeder schools are Charles Campbell College, East Marden PS and Stradbroke PS. We have a good relationship with all our feeder schools and we work with them to ensure our children's transition to them is a smooth one.

Client Opinion Summary

A feedback tree was established in the front foyer in Term 3 and in this case we asked the children our main client about their likes and dislikes. This was done rather than a parent survey as families had expressed that they were not enjoying being constantly surveyed. We found we got over 65 responses when we asked what did you most like about your experience at il nido and only 3 responses to our questions what would you like us to improve at il nido?

Some of the responses included:

She loves painting and the yummy food, Playing with the dolls and singing songs ,She loves climbing at il nido , Playing with my friends, my teacher. Playing on the swings, jumping, painting, jumping in muddy, Playing football , Playing in the mud and with play doh , Drawing and spending time with my friends.

Some of the responses to the question about improvement included:

More variety in the menu.

Continuity across learning stories

More shade to be planted in luna room yard.

We are look to address these issues in 2017.

DECD Relevant History Screening

All employees or volunteers of il nido Children's Centre has approved DCSI/TRB Clearance. Copies of all sceening clearances with their expiry dates are stored securely at the site.

Financial Statement

	Funding Source	Amount
1	Grants: State	536,525.79
2	Grants: Commonwealth	660,148.11
3	Parent Contributions	541,758.02
4	Other	7500.00

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 funds were used to access training for educators across the centre on numeracy. Equipment was also purchased in the preschool with a strong emphasis on literacy and numeracy.	Data collected against the literacy and numeracy indicators demonstrate that children are improving their knowledge.
Improved ECD and Parenting Outcomes (Children's Centres only)	Parenting programs were provided throughout the year including COSP, Baby massage, Getting to know your baby, New parent program and Speech Groups. These programs were developed to provide parents a strong foundation for their children's healthy development and wellbeing	Parents are confident to support their children's wellbeing
Improved outcomes for children with disabilities	Preschool support funds and Inclusion Support Scheme were used to employ extra staff to support those children with disabilities to better assist them to be able to access the curriculum and progress in their development.	Increased equitable access to preschool and child care curriculum for children with disabilities. Increase early detection, intervention and support for children.
Improved outcomes for children with additional language or dialect	N/A bilingual support wasn't accessed by the site in 2016	

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