



il nido Children's Centre 2018 annual report to the community



Government
of South Australia
Department for Education

il nido Children's Centre number: 4609

Partnership: Campbell

Name of preschool director:

Name of preschool management committee chair:

Date of endorsement:

Catriona Catt

Kim Weston / Audra Edington

18 March 2019

Context and highlights

il nido Children's Centre is licensed for 100 children which provides Commonwealth funded long day care for 50 weeks per year and State Government funded preschool for 40 weeks per year. The children at the centre are grouped according to age.

Sole room 0-2 years, Stella room 2-3 years, Luna room 3-4 years and Notte room (Preschool and long day care) 4-5 years.

A community development coordinator (CDC) and a family support coordinator (FSC) facilitate many parent support and education programs on child development, early literacy, song time, music and movement, baby massage. Weekly playgroups are provided catering for young babies, a sensory group, a new mothers group facilitated by CaFHS and general playgroup sessions. These services are usually provided free of charge.

Allied Health Program: Our occupational therapist, speech pathologist and CaFHS nurses provide an allied health program to build the skills and knowledge of staff and parents to support children's development.

Activities include

- developmental screening
- staff development sessions
- parent consultation
- parent and child group programs
- short term intervention for children.

A family access service is operated by Relationships Australia from the centre on weekends providing supervised access for families and a safe drop off and pick up location. This site has been chosen for this service due to having two different entry points from different streets.

All day parking is available on Campbell Road, in the high school student parking adjacent to the centre or in the Ind St car park. A disability park is provided within the staff car park close to the entrance.

The highlight for the year was seeing the child care kitchen renovation complete. This has been a project for the service since 2017 and was finally completed in October.

There have been many changes during the year the major one being Rebecca Heath being appointed to another service in July. Rebecca was an integral part of il nido for 18 years, commencing her tenure prior to its transition from child care to a Children's Centre. Her passion, loyalty and drive to provide the very best care and education for the children was a great testament to her skills as the director at il nido. We thank Rebecca for her dedication to il nido.

Report from the preschool management committee

The past year has been one of great change at il nido Children's Centre.

In 2018 the committee approved the kitchen renovations. The kitchen now complies with legislations regarding kitchen and food service which also resulted in il nido passing the recent audit. The committee also approved the upgrade of the Stella yard. The new design is not only beautiful, but allows for greater sensory play, supervision and has addressed issues with the yard flooding. 2018 also saw the successful transition to the new Child Care Subsidy with all families being transitioned prior to its commencement. Beautiful contemporary Indigenous Art by Scott Rothman was commissioned for our entrance way and the centre also participated in the Campbelltown Community Christmas Pageant.

In 2018 we had many staff changes Hazel Wagenfeller retired. Justine Brouns was appointed as the Clerical Officer in May. In July Rebecca Heath was appointed to another service. Jody Kelsey was appointed to the role of Assistant Director one day per week in July. Catriona Catt was appointed as the Director of Education and Care for a six-month period commencing July 2018, later to be extended by the Department for Education. In August we received news that Holly Di Padova, Assistant Director, was expecting her second child, with plans to commence maternity leave in January 2019. Leah Jonker was appointed as the Assistant Director, commencing this position in December 2018. The management committee, thank Catriona and Leah for their hard work managing such a substantial change in the administration and leadership team along with their continued efforts. The management committee would like to thank the educators

Quality improvement planning

Quality Area 1: Educational program and practice

The centre explored how children's learning was being documented to ensure that it is relevant and purposeful. The digital medium "Story Park" was chosen as part of a partnership focus. All staff attended training in January and February for the whole team. A child care educator was appointed as the educational leader to oversee the implementation of the program. All children had an on-line learning portfolio with 4 learning stories as a minimum by the end of 2018.

Quality Area 2: Children's health and safety

All staff updated their responding to abuse and neglect training before the end of 2018.

Sole identified the need to update their supervision plans. Plans were established for the indoor and outdoor learning environments.

Quality Area 3: Physical environment

The kitchen had been identified as needing a renovation during the last two health inspections. Planning over 2 years has produced a commercial grade and quality kitchen that has the capacity to produce meals for up to 70 children per day.

Quality Area 4: Staffing arrangements

Educators identified through the self review that they would like more opportunity to self reflect both independently and as teams on the pedagogy. Staff meeting processes were reviewed to incorporate time for teams to work together. Team leaders began to meet to share knowledge and critical reflection on current practice. This will continue to be developed in 2019.

Quality Area 5: Relationships with children

Educators identified the need to continue their journey on developing further knowledge of attachment theories. The target of all educators being trained in circle of security and Marte Meo was not achieved due to financial pressures.

Quality Area 6: Collaborative partnerships with families and communities

The goal was to increase the level of parent / family participation in all allied health services we provide in the Children's Centre. In 2019 we will implement methods of tracking this increase effectively.

Quality Area 7: Governance and Leadership

The leadership team identified the implementation of the new child care package to be a major issue for the centre in 2018. Through careful planning and training of staff and information provided to parents the transition was smooth. The management committee had identified the importance of staff wellbeing so that we could reduce our turnover of our staff. Strategies to support this included: ensuring that the correct paper work is attached to any entertainment events that supported the educators, providing events that build team moral such as an op shop tour on a bus, providing staff with professional massages on site and shared lunches.

2018 has been a challenging year for the staff team and management committee with many staff changes and new learnings. This has impacted on what we have been able to achieve within our Quality Improvement Plan. The Children's Centre is undergoing a review with the Department for Education in 2019 which will support us in our two management structures, financial management, daily operations and the implementation of best practice.

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2015	61	64	63	63
2016	63	63	59	58
2017	66	63	62	60
2018	55	59	52	53

NOTE: The data is based on person counts in the two week reference period each term. Excludes pre-entry.
Source: Preschool data collection, Data Reporting and Analytics directorate.

Enrolment comment

The Early Years System (EYS) had not been actively maintained and this was identified in term 3. This resulted in the reduced number of actual enrolments in term 2 from 59 to 52 in term 3. The system has since been maintained and the information is now accurate.

Attendance

Year	Term 1	Term 2	Term 3	Term 4
2015 centre	99.7%	93.5%	91.1%	91.2%
2016 centre	90.5%	90.0%	95.3%	94.3%
2017 centre	91.0%	89.6%	80.7%	92.3%
2018 centre	93.7%	87.9%	85.2%	87.0%
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%	87.7%
2018 state	90.8%	88.7%		

Based on attendances recorded in the two week reference period each term. Data for eligible enrolments as described in the department's 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

Overall the attendance pattern for 2018 was consistent with attendance in 2017.

2017 attendances: $91+89.6+80.7+92.3 = 353.6 / 4 = 88.4\%$

2018 Attendances: $93.7+87.9+85.2+87 = 353.8 / 4 = 88.45$

Destination schools

Feeder Schools (Site number - Name)	2016	2017	2018
0328 - Parkside Primary School	1.0%	0.0%	0.0%
0419 - Athelstone School	5.0%	8.0%	12.0%
0455 - Virginia Primary School	0.0%	0.0%	2.0%
0474 - Trinity Gardens Primary School	0.0%	0.0%	2.0%
0596 - Highbury Primary School	0.0%	2.0%	2.0%
0647 - Linden Park Primary School	0.0%	0.0%	2.0%
0699 - Burnside Primary School	1.0%	0.0%	0.0%
0923 - Stradbroke School	13.0%	21.0%	15.0%
0973 - Paradise Primary School	3.0%	2.0%	2.0%
0982 - Dernancourt School R-7	1.0%	0.0%	0.0%
1028 - Charles Campbell College	25.0%	23.0%	15.0%
1036 - East Adelaide School	3.0%	2.0%	5.0%
1043 - East Marden Primary School	19.0%	13.0%	20.0%
1154 - Thorndon Park Primary School	7.0%	2.0%	5.0%
1213 - Magill School	0.0%	6.0%	0.0%
1228 - Felixstow Community School	1.0%	2.0%	0.0%
6026 - Christian Brothers College - Junior	1.0%	0.0%	0.0%
8027 - Pedare Christian College:Junior Sch	0.0%	2.0%	0.0%
8031 - Sunrise Chrstn Schl:Prds Campus	1.0%	0.0%	2.0%
8032 - Cedar College	0.0%	2.0%	0.0%
8314 - Saint Ignatius' College	1.0%	0.0%	0.0%
8419 - Good Shepherd Luth Sch - Para Vista	0.0%	0.0%	5.0%
9013 - St Francis of Assisi School	3.0%	4.0%	2.0%
9031 - St Martin's Catholic Primary School	1.0%	0.0%	2.0%
9032 - St Joseph's School - Hectorville	0.0%	0.0%	2.0%
9088 - St Pius X School	0.0%	4.0%	0.0%
9089 - Whitefriars School	0.0%	2.0%	0.0%
Total	100%	100%	100%

NOTE: The data is collected in Term 3. It does not reflect actual schools enrolled in by exiting preschool children.

Source: Data Source: Site Performance Reporting System (SPER), Term 3 2018 collection.

Destination schools comment

88% of children completing preschool indicated they were enrolled in the public education schools. This is a slight increase from 2017 when 14% of children enrolled in the private sector. In 2016 only 7% of children enrolled in private schools.

Client opinion summary

Client opinion is gathered through the Story Park medium with parents and families providing feedback to staff directly on their child's learning.

Some comments have included:

on Aug 23, 2018

Thanks L. This is great to read. He does have a love for animals. He learns whatever he can about them and loves visiting the zoo. Soon we are going to monstrous to see the cheetah cubs. Seb will tell you they are the fastest cat on the African savannah. Quite cute

on Sep 14, 2018

Thanks for sharing this N - how lovely!

Poppy does role model play with her favourite Pooh bear toy and is constantly putting him to sleep or shushing us when he is sleeping. We also set up tea parties for her bears who sit in a circle drinking tea & eating cake. It is such a lovely age.

on Oct 9, 2018

Thanks so much K for these wonderful photos of Joseph on his 4th birthday. He had a great time having his icecream with his brother Daniel and cousin James. He was very happy that everyone sang happy birthday to him. Thank you for making it a special day for our son. We really appreciate it.

Traditionally the DfE Preschool Parent Survey has not been implemented. In 2018 due to major ICT issues being discovered on the site we were unable to implement again this year. These issues have now been resolved so the site is DfE compliant with ICT. The Parent Opinion Survey will be distributed in 2019 as it is a valued tool in gaining feedback from preschool parents. An invitation will also be extended to all families accessing child care parents so we receive balanced feedback on all our educational and care services. This survey will be implemented in 2019.

Relevant history screening

A record of all staff DHS (formerly DCIS) screens are kept by the centre. Staff are responsible for ensuring their approvals are current. Contractors and service providers who have presented on site without a current certificate have been turned away until such time as a current screening document has been provided.

During the kitchen renovation work all contractors supplied current DCIS certificates before commencing work.

Financial statement

	Funding Source	Amount
1.	Grants: State	\$574,573.70
2.	Grants: Commonwealth	\$740,738.39
3.	Parent Contributions	\$593,657.71
4.	Other	\$8,660.22

2018 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2018 funding was used to improve the relevant department's standard of educational achievement outcomes (where applicable):*	Outcomes achieved or progress towards these outcomes:
Improved outcomes for numeracy and literacy	Early assistance funding was used to employ additional teachers which enabled the preschool teachers to be released to learning statements based on children's individual learning goals.	Targeted programs supporting children to achieve growth across the curriculum. More depth in Learning Statements reflecting on literacy and numeracy outcomes.
Improved ECD and parenting outcomes (children's centres only)	Playgroups targeting disadvantaged families and babies were very successful. There were also parent training programs and first aid programs for parents. The Circle of Security program was offered and the Triple P program.	Continued growth in the playgroups. Parents provide strong foundations for their children's healthy development
Improved outcomes for children with disabilities	Additional preschool early childhood worker support enabled 2 children to engage more fully in the environment and supported them in transitioning into their schools.	Greater levels of independence were achieved as the children were supported to challenge themselves in the learning environment and supported to achieve.
Improved outcomes for non-English speaking children who received bilingual support	Bilingual support funding was not applied for in terms 1 and 2. 1 child were identified in term 3 and funding was received in term 4 which was used to employ a bilingual assistant for 30 hours.	This helped the child understand their learning environment and facilitated higher levels of engagement in the curriculum and with staff and peers.

* The department's standard of educational achievement is defined as children and young people progressing and achieving at or above their appropriate year level.