



# il nido Children's Centre

## 2020 annual report to the community

il nido Children's Centre Number: 4609

Partnership: Campbell

Signature

Preschool director:

Mrs Melissa Gobell

Governing council chair:

Gavin Smith

Date of endorsement:

2 March 2021



Government  
of South Australia  
Department for Education

## 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), a Family Support Practitioner (FSP), Speech Therapist and Occupational Therapist facilitate many parent support and education programs on child development, early literacy, song time, music and movement, baby massage as well as staff development sessions, short term intervention and family support. Weekly playgroups are offered catering for young babies and toddlers with focus on sensory group, a new mothers group facilitated by CaFHS and a Migrant Mums playgroup 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.

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.

Highlights

The amazing job everyone did while navigating our way around Covid and all the changes we had to implement on the spot. Staff always maintained their professionalism as they continued to turn up everyday to support children and families through the pandemic.

## Governing council report

In reflection, 2020 has been a year of challenge, resilience and optimism for il nido. As many annual reports will read, a major unexpected event being the pandemic COVID-19 gave disruption to many industries - with preschool and childcare being no exception. This unanticipated event presented signs of uncertainty early in the year and continued to present challenges throughout the year. Amended and heightened procedures were adopted site wide to ensure the highest levels of health practices were in place for the safety of staff and families.

The response from all of the staff at il nido was exemplary in how they have held together as a team to support each other, and to also continue to provide their essential services to children and keep our community going. I would like express commendation for each and every staff member at the site for their professionalism and care, even during such challenging times. In addition, I'm pleased to report that the il nido Management Committee and Governing Council worked behind the scenes to ensure that the staff and families were taken care of by creating contingency plans to pay staff in the potential event of shutdowns and to consider and implement other efforts to provide relief. We were delighted to provide some paid time off to staff post the initial COVID period, in recognition and support of their efforts.

In respect to finance for the site, fortunately il nido is in a positive financial position for the year as federal government pandemic funding provided a much needed financial injection to support operations and staff while the service was not at full capacity or able to charge for childcare.

Il nido's fees were intentionally not increased during the year and the centre is still proud to offer one of the lowest cost and highest quality childcares in the state that operates as an integrated community service site model. Among upgrades to the centre during 2020, a major end of year project was committed to replace carpet and repaint the internal walls of the site. This gave an uplifting result for children, parents and staff that returned to the centre following the 2020 holiday period.

A sincere thank you to all of the individuals that serve on the Management Committee and Governing Councils who have shown such commitment while providing their time and effort on a volunteering basis.

Again, I want to thank all of the staff at il nido for continuing to deliver quality learning outcomes for our children in a safe and happy environment.

Gavin Smith  
Chairperson

# Improvement planning - review and evaluate

Many of our actions in our Quality Improvement Plan (QIP) were put on hold due to Covid 19 and the inability to attend training and for children to attend the site for the first half of the year.

Preschool staff were able to attend training in terms 3 and 4 to learn about Phonological Awareness Skill Mapping (PASM) tool and how to collect data to use for their intentional teaching directly with children. Staff also attended training on what PASM is and why and how it fits with all our children beginning at birth. With this new knowledge we were able to begin using the skill mapping tool to begin tracking children's learning and in turn be more focused with our intentional teaching. We also focused on learning about Concepts of Print and Book Making to foster children's oral language.

Stronger relationships were made within the community but in different ways this year due to Covid 19. Our CDC, FP, OT and Speechie all worked from home for a large part of the year. They held many meetings online and we all learnt a new way of connecting with each other.

The Dad's Playgroup began and proved popular in Term 4 and a Migrant's Playgroup emerged from the Local Assessment of Needs report that came out through the pandemic.

Some of the actions we were unable to focus on in 2020 will be carried over into 2021 including the Berry Street Education Model and going deeper with PASM and tracking children's learning using Literacy and Numeracy indicators along with EYLF.

## Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2017	66	63	62	60
2018	54	58	52	52
2019	50	48	49	51
2020	52	52	48	48

NOTE: The data is based on person counts in the two week reference period each term. Excludes pre-entry.

Data Source: Preschool Data Collection, Data Reporting and Analytics directorate.

Term 2 2020 data may not be available for all preschools.

## Enrolment comment

We had 54 children enrolled in term 1 this year. Because of Covid 19, 2 did not return for the rest of the year because of ongoing health issues and the risk involved in returning.

We also had 4 children begin Reception at private schools that had term 3 intakes.

During the year we had a few new children attend for short periods of time while they were in the process of obtaining new housing.

## Attendance

	Term 1	Term 2	Term 3	Term 4
2017 centre	91.0%	89.6%	80.7%	92.3%
2018 centre	91.8%	88.7%	88.4%	90.8%
2019 centre	92.4%	88.0%	89.7%	86.3%
2020 centre	89.4%	78.0%	89.7%	90%
2017 state	90.5%	88.2%	85.9%	87.2%
2018 state	90.7%	88.3%	87.0%	87.2%
2019 state	90.3%	87.4%	85.8%	86.4%
2020 state	89.3%	82.0%	84.8%	85.9%

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.

\*Note: Term 2 2020 data may not be available for all preschools.

## Attendance comment

As expected the attendance rate dropped off during term 2 due to the pandemic but we were still up to 76.9% during this time. I believe we had such a strong last 2 terms because the children had missed out earlier in the year and families could not go on extended holidays overseas. It's pleasing to see in the last term we are above the state average.

## Destination schools

Feeder Schools (Site number - Name)	2017	2018	2019	2020
419 - Athelstone School	8.0%	12.0%	4.0%	7.0%
1028 - Charles Campbell College	23.0%	15.0%	36.0%	46.5%
1036 - East Adelaide School	2.0%	5.0%	0.0%	4.7%
1043 - East Marden Primary School	13.0%	20.0%	28.0%	9.3%
9013 - St Francis of Assisi School	4.0%	2.0%	4.0%	4.7%
923 - Stradbroke School	21.0%	15.0%	4.0%	11.6%

NOTE: The data is collected in Term3. It does not reflect actual schools enrolled in by exiting preschool children. Only schools that are a destination for 3% or more of students are shown.

Data Source: Site Performance Reporting System (SPER), Term3 2020 collection.

## Destination schools comment

We have children who attend a variety of different schools in the area with the majority being Charles Campbell College with 46.5% with the next highest being Stradbroke School with 11.6%. We have a small number of children who attend private schools in the area and some of these begin their school journey in term 3. We also have 7.5% who were still undecided at the end of the year.

## Client opinion summary

2020 has been a very difficult year because of Covid 19 restrictions placed on us and because the changing staff over the first 3 terms. This was less than ideal and out of the control of il nido. We had a good participation rate in our survey from parents. Comments were very consistent and positive.

The Parent Opinion Survey told us 100% of families believe:

- Their child is happy at this preschool
- We provide a safe and secure environment
- Parents feel welcome at this preschool
- We assist the development of their child's personal and social skills
- They are comfortable approaching their child's teachers to talk about his/her progress
- Staff always listen to what I have to say about my child's development and needs
- Il nido provides opportunity to discuss my child's progress

93% or more of families believe:

- Their child receives high quality teaching
- Teachers know what my child can do and what he/she needs to learn
- Teachers are enthusiastic in their teaching
- The preschool has an excellent learning environment
- I receive helpful information about my child's progress and achievement
- Teachers let me know how well my child is doing

Some room for improvement for 2021 includes looking at ways for families to be more involved in education activities, inviting parents to be involved in decision making about their child's education and decision making in other areas of the centre.

Some other comments include:

- Some questions are difficult to answer because we haven't been in the classrooms most of this year to be able to see some of the preschool activities/resources.
- We really appreciate the efforts the staff have gone to this year considering the pandemic! The use of Storypark to send information home, including learning stories and updates on activities (conversation starters) has been wonderful as well as the platform providing a way for families to communicate and share about activities they have done at home. This was especially important when some children were kept home for isolation.
- There has been a high turnover of teachers this year.

## Relevant history screening

All staff have an up to date Working With Children's Check (WWCC). These are monitored regularly to ensure they are up to date. All staff, students studying to become educators and volunteers must have one before they are allowed to work with children. WWCC now last 5 years.

## Financial statement

Funding Source	Amount
Grants: State	\$584,789
Grants: Commonwealth	\$1,307,506
Parent Contributions	\$468,415
Other	\$254

## 2020 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2020 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	Our Preschool Quality Improvement Plan focused on staff learning how to use the Phonological Awareness Skill Mapping (PASM) to map children's progress, skills and knowledge.. We used LDAR project to look at the high important of oral language in the early years using Book Making strategies.	Staff can use skill mapping data to inform their practices for a more targeted approach in their intentional teaching.
Improved ECD and parenting outcomes (children's centres only)	Community Development Coordinator, Family Practitioner, Speech therapist and Occupational Therapist work with staff, child and families to develop children and build capacity in staff and parents. Children and families are invited to a range of educational sessions and playgroups to build capacity.	With Covid CDC's FP's, SP and OT's were instructed to work from home. Sessions couldn't be held due to the directions of SA Health.
Inclusive Education Support Program	13 children were assessed and supported by additional funding via the IESP program. Children were supported through additional funding to employ extra support staff to do small group and 1 on 1 work with children.	Children were able to have more access to the preschool program with the additional support.
Improved outcomes for non-English speaking children who received bilingual support	We did not have Bilingual Support this year.	We did not have Bilingual Support this year.

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