



il nido Children's Centre

2021 annual report to the community

il nido Children's Centre Number: 4609

Partnership: Campbell

Signature

Children's centre director:

Melissa Gobell

Governing council chair:

Hayley Pearse

Date of endorsement:

17 February 2022



Government of South Australia
Department for Education

Context and highlights

il Nido Children's Centre is licensed for 100 children per day which includes 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), 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. Our Family Practitioner supports short term intervention and family support. Weekly playgroups are offered catering for young babies to 5 year old children with focus on building relationships, sensory, cooking, craft, building connections and other playgroup sessions. These services are usually provided free of charge.

CaFHS nurses provide an allied health program to support children's development and build the capacity of parents. They also facilitate a new mums playgroups.

Highlights for 2021:

Term 1: Having our first whole site Pupil Free Day so we could produce and design a brand new Philosophy that we all could own. Family Dinner nights – each room chooses a night where the families bring their own dinner to sit and eat with each other while they build stronger relationships.

Term 2: Parent Teacher Conversations took place, this year over the phone due to Covid-19. Some children were learning from home so this gave us a good opportunity to make further connections while in lockdown. Our Aboriginal Mural we painted with Raylene from Murra Dreaming was a highlight and we show case it on the front wall of our building for all to enjoy.

Term 3: The beginning of Orbis training for 2 teachers on Literacy, Preschool excursion to the theatre to watch Zoom. Second whole site Pupil Free Day - allowing all staff to be involved in professional development. The beginning of our Reconciliation Action Plan (RAP) meetings.

Term 4: End of year celebrations with preschool children on their last days and a separate one for child care families on the last day of operations for the year.

Throughout the year we ungraded our IT devices and purchased more so staff have access to IT in the rooms.

Preschool Upgrade Program (PUP) upgraded our Wi-Fi systems to ensure our new devices worked in all rooms and outside. We took our time to research, plan and try a new software program for child care that will benefit all users and streamline the current 3 we use into one easy to use system. This will go live in 2022.

Governing council report

This year has seen the continuation of some uncertainties surrounding the ongoing impact of the coronavirus epidemic. Il nido has responded to these with the same resilience and optimism as the year before, and staff and families have all shown commendable unity in following health practices and procedures throughout.

There has been a flurry of activity in site improvements, with the replacement of outdoor shades and blinds and installation of new cupboards in the preschool, in addition to new signage in the car parks and along the site's external fencing. An upgrade to the wifi system has allowed staff to record and report on children's learning outcomes with much more ease. Following this, il nido has introduced a new software program in 2022 that the Management Committee and Governing Council hope will continue to improve efficiencies for staff and communication with families.

Whole Site Pupil Free Days were implemented this year to great success, allowing staff and leadership to come together and develop a new philosophy for il nido. The Management Committee and Governing Council look forward to staff continuing to benefit from these opportunities to meet together and develop their vision and ideas for a supportive learning environment for children and their families.

Following the financial split between preschool and childcare, il nido undertook a financial audit and the Management Committee and Governing Council was very pleased with the outcome. Il nido continues to be in a positive financial position despite the challenges of the pandemic.

While childcare fees have marginally increased for 2022, 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. Preschool fees have also increased to reflect the cost of providing lunches to all children, a service which many preschools do not offer.

I would like to give profound thanks to leadership and staff for the commitment they show in providing a site that prioritises the wellbeing and learning opportunities of children, in addition to consistently incorporating ideas of community, diversity and environmental responsibility into the curriculum and the physical spaces of il nido. The Management Committee and Governing Council also deserve recognition in being an integral part in carrying the community vision of il nido through the volunteering of their time.

It is wonderful to see that the consequence of this sincere and genuine engagement is a safe and happy environment for our children.

Hayley Pearse
Chairperson

Preschool quality improvement planning

Goal 1: For children to become confident and effective communicators. (Oral language, Phonological Awareness, Print Awareness and Big 6 of Language)

Actions:

- Build educator capacity - revisit PASM, learn about print awareness, big 6 and the important oral language. Intro book 'Foundations of Early Literacy' -share each chapter during staff meetings
- Environments - explore how we are using our environments to engage children in speaking, listening, reading, writing, viewing, rhyme and rhythm at all levels
- Pedagogical Documentation - Use mind maps to explore children's knowledge and compare new skills gained over time - floor books
- Track numeracy and literacy learning through mapping skills
- Screen all preschool children using PASM and Observational data, use the data to inform future training.

Goal 2: For il nido Children's Centre to build strong relationships with children and families and engage with the community.

Actions:

- Improve learning outcomes for all Aboriginal Learners - staff to do online training through PLINK, Talk, Play, Read. Berry Street Training
- Discussions on if we want a RAP or if there is something else that would fit our requirements. Involve community and local knowledge.
- Build strong links with Charles Campbell College and Adelaide East Education Centre, engage with leadership and peers to work together for a brighter future for our community.
- Migrant Playgroup - develop a strong migrant playgroup. Upskill a migrant parent to facilitate the playgroup on a weekly basis. Explore different avenues to advertise the group to support and offer help to a greater number of our community.
- As a whole site we will be reviewing, revising and rewriting our philosophy and vision statements.

Working together as a whole team rewriting our philosophy has allowed us to build stronger connections throughout our whole site. Educators have a strong connection to the philosophy and are able to implement this in our everyday work.

We were able to build the capacity of our educators through training and development and Orbis, to build our children into confident and effective communicators.

2 full site closure days this year has been so beneficial to our team to build educator capacity and strengthen our knowledge.

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2018	55	59	52	53
2019	50	48	49	51
2020	52	52	48	50
2021	51	49	45	!NO DATA!

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.

Attendance

	Term 1	Term 2	Term 3	Term 4
2018 centre	91.8%	87.9%	88.4%	90.9%
2019 centre	92.4%	88.0%	89.7%	86.3%
2020 centre	89.4%	78.0%	89.7%	93.6%
2021 centre	90.6%	92.7%	94.4%	84%
2018 state	90.8%	88.4%	88.0%	88.2%
2019 state	90.8%	88.2%	86.9%	87.6%
2020 state	89.8%	73.0%	86.3%	87.0%
2021 state	88.6%	86.5%	88.4%	85.0%

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

Attendance was lower in term 4 this year compared to previous years due to many reasons including school transition visits and lots of interstate travel because we had been restricted for so long and interstate travel was open to us at this time.

Some children were still kept home due to vulnerable family members, illness and stress.

Each year we stress the importance of coming every day to preschool through the enrolment process, newsletters, information sharing throughout the year, using digital platforms, emails, one on one phone calls and chats in the foyer.

Destination schools

Feeder Schools (Site number - Name)	2018	2019	2020	2021
419 - Athelstone School	12.0%	4.0%	7.0%	8.0%
1028 - Charles Campbell College	15.0%	36.0%	46.5%	28.0%
982 - Dernancourt School	0.0%	0.0%	0.0%	8.0%
1043 - East Marden Primary School	20.0%	28.0%	9.3%	24.0%
9115 - Prescott Primary Northern	0.0%	0.0%	0.0%	4.0%
9088 - St Pius X School	0.0%	4.0%	2.3%	8.0%
923 - Stradbroke School	15.0%	4.0%	11.6%	12.0%
1154 - Thorndon Park Primary School	5.0%	12.0%	2.3%	8.0%

NOTE: The data is collected in Term 3. 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 2021 collection.

Family opinion survey summary

Leadership and Decision Making - 100% of our families

- believe il nido is well organised
- they have confidence how it is managed
- they believe there is effective leadership within the preschool and that we are always looking for ways to improve.

Quality of teaching and learning - 90-95% of our families believe their child

- receives a high level of teaching
- that teachers know their children well
- that teachers are very enthusiastic
- they are satisfied with the learning programs offered
- believe we have an excellent learning environment.

We are very happy with the learning and growth of our daughter this year. She is comfortable with the teachers and they have shown themselves to know her too. She has grown under their care and teaching.

This preschool caters for all children despite any issues that they may have that impact their learning. They create flexible learning and allow children to work at their own pace. They are inclusive and welcoming, once children feel safe they are more likely to learn. Il Nido ensures that children's needs are met to allow learning to occur.

Relationships and communication - 100% of our families:

- feel welcome
- feel we are approachable to talk about their child's progress
- believe children from all backgrounds and cultures are treated fairly
- staff always listen to what they have to say about their child's development and needs
- believe that they could raise concerns if they had any and we would follow it up.

We truly appreciate all the efforts by the teachers but also by Joyce and Emma at the counter. We feel welcomed and comfortable here.

Support of learning - 100% of our families:

- believe all children are treated fairly
- we provide a safe and secure environment
- we encourage all children to have a sense of pride in their achievement.

Our daughter has great support from the teachers. They helped her grow in her confidence and flourish in preschool.

General comments

Thank you for a wonderful year!

The preschool teachers, educators and staff are very nice and friendly! My boy loves this preschool very much.

Relevant history screening

A record of all staff's Working With Children's Checks (WWCC) are kept by the centre. This site and 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 this has included our Covid-19 day cleaners when we have had new people arrive.

Financial statement

Funding Source	Amount
Grants: State	\$607,539
Grants: Commonwealth	\$883,646
Parent Contributions	\$698,746
Other	\$641

2021 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2021 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	All staff were given opportunities to build their knowledge in literacy and numeracy learning for children. Some of the funding was also used to send 2 teachers to Department of Education Orbis - Literacy training - this led to a project on multi-modal literacies, using different ways of creating books with children as the authors, embedding book making for all children and focusing on our environments and oral language.	Teachers learnt new ways for book making for all children including those who were reluctant to do mark making on paper. All children became stronger communicators.
Inclusive Education Support Program	The funding was used to employ an ECW to work in small groups and one on one to support children with additional rights, supporting children to increase their capacity to access preschool education. Over the year 8 children were supported to access early childhood education.	Children were able to build on their skills to access structured and unstructured learning opportunities. All identified children made substantial gains in their progress.
Improved outcomes for non-English speaking children who received bilingual support	A bilingual support worker was employed for 2 terms to work with children who had no English when they first attended. We also received funding to hold a Bilingual Playgroup in term 4. This was the first year of this funding for this site.	Bilingual support worker is so valuable to help with families who have migrated to Australia. Children are able to successfully engage in the environment.

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

2021 Children's Centres for Early Childhood Development and Parenting annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2021 funding was used, and what programs were run, to improve the relevant department's standard of educational achievement outcomes (where applicable):*	Outcomes achieved or progress towards these outcomes:
Improved ECD and parenting outcomes	Our Speech therapist and Community Development Coordinator facilitated a range of programs for children and families including Circle of Security. All programs had a focus on supporting families to strengthen skills and knowledge with Early Childhood Development and Education as a focus.	Access to services was limited at times due to Covid. This hindered attendances to some programs we offered. But those families that did attend grew in confidence.
Children's Centres for Early Childhood Development and Parenting Grants	Our Speech Therapist ran many programs for our families, child focused and parent workshops along with supporting staff and families with referrals and goal setting. For the majority of the year we did not have an OT as the position could not be filled. UniSA provided us with 2nd and 3rd year students needing placements to access OT information and support for staff and children.	Families were supported to better understand the additional needs of their child to enable them to support their child more. Families became more confident by being connected

Briefly describe or list the community programs offered in 2021 which had a focus on:

- **Playgroup**
- **Parent support**
- **Transition to and from preschool**
- **Any new programs or services not previously offered.**

Cooking Playgroup – children aged 2-5 years. Parent led program
 Thursday playgroup – children from Birth – 5years. Parent led program
 Dads Playgroup – for Dads with children aged birth – 6years.
 Baby Playgroup x2 – children aged birth – 6months and one 6mths to 18mths.
 Move and Groove – 18mths – 3 years
 Movers and Shakers – All children
 Migrant Playgroup
 Toilet Training workshop
 Bringing up Great Kids
 My child and me run by DHS
 Circle of Security
 Lets Talk workshop
 Adult Craft sessions Parent led group
 Baby Yoga

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