



Nuriootpa Community Children's Centre 2016 Annual Report to the Community



Government
of South Australia
Department for Education
and Child Development

Nuriootpa Community Children's Centre Preschool Number: 5308

Partnership: Barossa Valley

Name of Preschool Director:

Sally Wuttke

Name of Governing Council Chair:

Kirsty MacCulloch

Date of Endorsement:

21.2.17

Context and Highlights

Nuriootpa Community Children's Centre is an integrated not-for-profit organisation providing both a DECD Preschool Program and a Community Based Child Care Program. Together we offer a rich and relevant play based curriculum implementing the Belonging, Being and Becoming: The Early Years Learning Framework for Australia document.

Child Care has a licensed capacity for up to 30 children aged from 0-6 years in any child care session and up to an additional 27 Preschoolers during the lunch care period. As per DECD guidelines the Centre provides a Preschool program for up to 44 children per session. The centre also offers both Before and After Kindy Care for all Preschool children as required.

There have been many highlights in 2016:

- Consultation and development of new room structures and environment in Childcare: A Governing Council Representative became a part of staff performance development meetings providing both staff and Governing Council the opportunity to gain a deeper understanding of the strengths and abilities of others and to gain feedback regarding structures within the centre. After extensive reviews and consultation with staff and Governing Council, comprehensive plans were developed to implement changes to leadership structures and rosters to provide greater continuity of care for our families. An audit of our indoor learning area led to funding being allocated to enhance this space to promote a calm environment conducive to learning.
- Participation in DECD Occupational Therapy Project: After a successful application from the Barossa Valley Partnership, Preschool staff worked alongside an Occupational Therapist to identify needs of children and implement strategies to support the self-regulation of children. Further funding provided staff with the opportunity to complete a 7 module online course 'Traffic Jam in My Brain'.
- Continual growth in our sustainability programs: In 2016 our centre embedded and educated children in many sustainable practices including expectations regarding the use of 'nude food' containers, using food scraps to feed the worm farm and using the worm juice to feed our garden beds and educating the wider community through connecting with the Natural Resource Management group to hold a 'How to be Sustainable' Workshop on site. A KESAB audit indicated that all our food scraps are captured by our program, 2 litres of cardboard/paper per day is recycled and no reusable materials were located in bins.

Report from the Governing Council

During 2016 the Nuriootpa Community Children's Centre had a focus on 'numeracy' in our learning environments. Staff across the site committed to improving their knowledge and application of numeracy for children at the Centre. A number of training opportunities were also offered to staff over the year.

A key achievement for this year has been to formalise staff performance procedures, including the updating of policies around staff leave, the planning of professional development and succession planning. This year our child care leadership structure was streamlined to a single Team Leader for each room. This change will improve the quality and consistency of our child care service, while also allowing for development of individual team members.

A continuing focus has been the further development of our 'nature play' environment in line with the strategic plan developed in 2014. Some new works have been completed, as well as maintenance on existing areas of the yard.

Our commitment to community connections remains strong, with involvement in familiar events, such as the Tanunda Show, Remembrance Day and the Christmas Parade, as well as new initiatives like our entry into the SALA (SA Living Arts) display at the Barossa Bush Garden.

As always, I would like to recognise our wonderful staff and their ongoing provision of quality care and education. I must also thank our Governing Council members for 2016. Thank you, and best wishes for those of you with little people heading off to school.

Quality Improvement Planning

'I have noticed that your staff are exceptional in their teaching and interactions with the children. They sure demonstrate and "do" what your site philosophy states, including allowing children to explore, respect and care. I am humbled by their openness to learn even more by asking my opinion in order to support the children to be independent and learn new skills'

Helen Pikramenos, Occupational Therapist, Statewide Support Services and Child Development, Sept, 2016

In 2016 Nuriootpa Community Children's Community Centre continued to implement strategies to further enhance and promote early childhood numeracy and positive education. In line with the Barossa Valley Partnership, our over arching vision is to develop 'Powerful Learners in Numeracy'.

Improvement Priority 1: Knowledge of Powerful Learners.

Goal: Build individuals capacity to provide environments that encourage the development of 'Powerful Learners'.

Initially all staff enhanced their knowledge of 'Powerful Learners' through a series of professional readings. Using information gained staff completed a self -audit 'How I am providing conditions for Powerful Learners' and 'How powerful are the learners I work with'. The results of these audits were analysed and resulted in a commitment to focus on a pedagogical practice that promoted the learning disposition of 'Persistence'. A re-audit at the end of the year indicated significant growth in educator expectations, use of language for children to recognise themselves as powerful learners and providing children the opportunities to be powerful learners. Continuing our positive education journey, over 2 student free days staff engaged in training related to 'Growth mindsets' and 'Productive Struggle' which strongly linked to our focus on 'Persistence. Parents were provided with a 'Growth mindset' workshop. Children also participated in a wellbeing session conducted by Life Education and the concepts were reinforced in our everyday practices.

Improvement Priority 2: Enhancing children's numeracy development.

Goal: Develop staff capacity and effective systems to identify numeracy learning goals and provide challenge.

Using the DECD Preschool Numeracy Audit we ascertain our current ability to track and monitor learner growth, have a cycle of improvement, enact pedagogical change and have clear intervention processes in place. This was supported by educator self- review using the National Quality Framework Educator Numeracy Audit.

Data from these audits was used to create a whole site Numeracy Action Plan. This plan included the creation of a whole site definition of Numeracy, agreed tracking and monitoring processes for Preschool children linked to the Numeracy Indicators (and using this in our cycle of programming), connections to professional readings and training for all staff linked to their performance development plans, implementing growth mindset language into our curriculum and moderating documentation. All staff participated in 'Wild Maths - Pedagogy in Nature' conference which enhanced our ability to provide numeracy activities in our natural environment. Site training at staff meetings provided staff with the opportunity to program learning opportunities in numeracy for children and then review these and discuss individual staff and child growth. Preschool staff tracked numeracy documentation of children and used this to program for individual needs. Repeating our audits at the end of the year indicated educator growth in all areas of programming/practices and providing physical environments that supports numeracy growth, ability to develop growth mindsets and the ability to provide leadership and management. The DECD Preschool Numeracy Audit indicated growth in all areas of expectations.

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2014	89	92	92	92
2015	85	85	88	89
2016	77	78	76	

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

This year Preschool enrolments were lower than in the past. 2016 saw the opening on a new Early Learning Centre less than 5 kilometres from our centre and attached to our main feeder private school. Our site endeavoured to do as much promotion as possible through local newspapers, new signage and also continued to participate in a range of community events. Governing Council worked in conjunction with the Barossa Valley Partnership to create a Priority of Access Policy for 2017.

Preschool families were involved in enrolment procedures which included a:

- Enrolment pack posted or collected from the centre in Term 3, 2015.
- 1:1 interview with the Director in Term 3, 2015.
- Session selection and notification occurring in Term 4.
- Implementation of 'Stay and Play Week' at the beginning of Term 1, 2016.

Enrolments in Childcare continues to be high with approximately 65 families using our service, an increase on last year.

Attendance

Year	Term 1	Term 2	Term 3	Term 4
2014 Centre	92.1%	84.8%	84.8%	87.0%
2015 Centre	89.4%	85.9%	80.7%	84.3%
2016 Centre	90.9%	87.2%	88.2%	
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

It was pleasing to see this year that in 2 out of 3 terms we were slightly above the state average. This was not the case in 2015. The centre endeavoured to promote attendance through newsletters and individual conversations with families regarding their needs. Again this year our attendance was affected by preschool children not accessing their full 15 hours of entitlement. Families indicated via a survey that they preferred to do a full day once a fortnight instead of the half day on a Friday and some used the Friday to attend the new Early Learning Centre to support their child's transition to the private school attached. Governing Council discussed family needs and as of 2017 the Friday session will be offered as a full day once a fortnight. The centre continues to strive for greater attendance in the future.

On average over 58 families accessed our Childcare service through permanent childcare bookings. Inquiries for childcare have increased throughout the year.

Destination Schools

Feeder Schools (Site number - Name)	2014	2015	2016
0160 - Greenock Primary School	11.1%	4.8%	7.7%
0223 - Light Pass Primary School	6.7%	6.0%	7.7%
0242 - Angaston Primary School	1.1%	1.2%	6.2%
0255 - Angle Vale Primary School	1.1%	0.0%	0.0%
0318 - Nuriootpa Primary School	38.9%	44.1%	29.2%
0427 - Tanunda Primary School	4.4%	3.6%	3.1%
0442 - Truro Primary School	4.4%	6.0%	9.2%
8234 - Immanuel Lutheran School	0.0%	0.0%	1.5%
8337 - Trinity College North School	1.1%	0.0%	0.0%
9093 - Good Shepherd Luth Sch - Angaston	0.0%	1.2%	0.0%
9099 - Redeemer Lutheran School	31.1%	33.3%	35.4%
Total	100%	100%	100%

Destination Schools Comment

The children from our Centre again enrolled with a wide variety of schools available in our community, the highest level of enrolment being at our local private school, Redeemer Lutheran School as apposed to in the past our local government school, Nuriootpa Primary. The opening of Redeemers Early Learning Centre may have been the catalyst for this.

Several families sought out education at smaller schools which is highlighted in the greater percentage of enrolments at Light Pass, Greenock and Truro.

A key focus for the Barossa Valley Partnership is Continuity of Learning and in 2016 a rationale, practices and transition planner was created.

Client Opinion Summary

'I am so impressed with the care, education and support that my child has received over the two years she has attended. I believe NCCC is a wonderful place for a child to thrive and my child will certainly have a great foundation not only for her future education but for her general life skills.'

October, 2016

Unfortunately less than 10% of our centre families completed the Client Opinion Survey.

- Quality of Teaching and Learning - Indicated high opinion (agree/strongly agree) in all areas, particularly in high quality teaching and satisfaction in the learning programs offered. As a centre we are continuing to build on different ways to inform parents about our learning programs including via floor books, displays, newsletters and through 1:1 meetings.
- Support of Learning - Indicated high opinion (agree/strongly agree) in all areas, particularly the access to high quality resources and the provision of a safe and secure environment.
- Relationships and Communication - Indicated high opinion (agree/strongly agree) in all areas, particularly that children from all backgrounds and culture are treated fairly and that the preschool responds appropriately to concerns and suggestions.
- Leadership and Decision making - Indicated high opinion (agree/strongly agree) in all areas, in particular the preschool was well organised, educational leadership was effective and parent opinion about educational programs was sought.

Feedback received through the Statement of Learning process was much more effective with over 90% of our families providing a comment on their child's learning in 2016.

'The teachers at my preschool are very dedicated. they are very approachable and you can see they have a genuine interest in the children and their learning. Children are treated with respect and teachers respond to children in a way that makes them feel valued.'

September 2016

DECD Relevant History Screening

In 2016, the Centre reviewed all staff criminal screening to ensure that we were compliant. Copies of staff criminal screens are kept on file. Staff were again reminded to apply for screenings 6 months before due date.

Relief staff and High school work experience children are asked to provide a copy of their screening prior to employment/work experience and this is kept on file.

All Governing council representatives applied and received criminal history screenings and 'Recognising Abuse and Neglect' training. Copies are provided to the site to be kept on file.

Financial Statement

	Funding Source	Amount
1	Grants: State	\$566,044
2	Grants: Commonwealth	
3	Parent Contributions	\$32,400
4	Other	\$1000

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	Funding provided educators with the opportunity to attend training related to both the Numeracy and Literacy Indicators, research best practice in early childhood numeracy and attend Results Plus training with leadership staff. Programs included specific literacy and numeracy activities linked to the indicators and individual needs.	Educators tracked and monitor individual children's numeracy development.
Improved ECD and Parenting Outcomes (Children's Centres only)	Aboriginal Literacy Strategy Funding provided the site with the opportunity to employ an Early Childhood Worker to initially support Aboriginal children to develop and build on their early literacy skills. These students continued to receive support throughout the year under the Preschool Support Program.	Aboriginal students were supported in their literacy development.
Improved outcomes for children with disabilities	Early Intervention and Preschool Support Program funds were used to train and employ Early Childhood Workers to support identified individual needs of children on referral for specialist intervention. Programs were implemented for children to develop specialist goals. Using a 'spotlight' system, Educators identified and monitor children requiring referrals or additional support through Early Interventions.	Over 23% of children were identified and received specialised support throughout the year. Specialist assessment identified growth achieved by all accessing these programs.
Improved outcomes for children with additional language or dialect	N/A	

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