



Port Augusta Children's Centre

for Early Childhood
Development and Parenting

Annual Report 2015



Context

Name:	Port Augusta Children's Centre	Site Number:	5422
Director:	Florence Galarita, Nikki Downing and Sarah French	Partnership:	Port Augusta/Quorn

Port Augusta Children's Centre for early childhood development and parenting is one of 42 Children's Centres in SA. Port Augusta Children's Centre supports a 'hub and spoke' model where there is a nucleus of services that provide outreach services to other sites in the area. This nucleus comprises; playgroups, parenting programs, crèche and outreach programs, family support services, and adult education through Tafe. The Children's Centre is an opportunity to provide an increase in early childhood service provision within the Port Augusta area.

There were many changes in 2015 especially staffing changes which impacted significantly on consistency and improvement across the site. As a new Site Leader I have little information as to what happened in 2015 and am using what I can find in documents and meeting minutes to write the annual report, as I was not a part of the centre prior to 2016, the same can be said of the majority of staff in 2016.

Staff Professional Development

Staff attended a number of training and development opportunities including

- Baby massage
- Let's count
- Circle of security
- Children's Centre Leadership Days
- Learning Together training day
- Partnership training days
- Exploring the Indicators of Preschool Numeracy & Literacy, and Results Plus
- Lets Read
- EYS Adelaide

Quality Improvement Plan

Quality Area 1 Educational Program and Practice

Strengths

- All planning based on EYLF.
- Educators have undertaken training in use of EYLF.
- Learning Dispositions are based off much learning for staff and parents.
- Families frequently referred to other services, speech pathologist works in centre regularly

Improvements

- Numeracy and executive function is a priority for Partnership and Carlton School. Understanding, observing and planning for numeracy development is an issue for us this year.
- While educators frequently reflect on their programs incidentally and discuss them verbally this is not well documented. We need to improve this and make our reflections more obviously linked to further programming decisions.

- Oral Language is a Partnership and School priority.

Implications or recommendations for 2016
All educators understand and use an ongoing cycle of planning, reflection and assessment as part of their role in the Children's Centre.
Routines are simplified so that children and parents are supported to do everything together including packing up, eating and learning.
All educators improve and use knowledge and skills to scaffold adult and child learning together by modeling practice, noticing and naming and scaffolding learning.

Quality Area 2: Children's health and safety

Strengths

- We have strong links with CAFHS and Health Promotion Officers.
- We provide healthy snacks and water. Recipes for cooking are always healthy.
- All staff maintain Senior First Aid qualifications.

Improvements

- Policies need to be written and updated

Implications or recommendations for 2016
Develop a policy and procedure folder with all relevant site and DECD policies and procedures.
Occasional Care Service is provided on site.

Quality Area 3 Physical Environment

Strengths

- Play room is bright and attractive with opportunities for changes in arrangement of furniture.
- Maintenance available reasonably quickly when required.
- Centre is well resourced for both indoor and outdoor play and learning that is age appropriate
- Our learning centre provides an ideal parent learning environment allowing the children's centre space to be used as a crèche
- Location on school site allows us access to kitchen, gym and meeting rooms

Improvements

- Outdoor areas need to be inviting and engaging
- lack of shade structures
- lack of ramp to outdoor play area.

Implications or recommendations for 2016
Continue to make improvements to outdoor area, look into Nature Play ideas
Think about use of natural items for play, encourage outdoor environment as a space for learning together rather than watching children use child size toys that adults cannot participate with.
Excess furniture is removed so there is space for children to play, staff to work safely and have a space to be away from children (lunch break).
Sustainable practices are evident in each day's routines and educator practice eg feeding chickens, recycling.

Quality Area 4 Staffing arrangements

Strengths

- All staff are qualified (or working towards). Several have above minimum qualifications.
- Ratios are monitored at all times

Improvements

- Continue to monitor relationships and develop critically reflective practitioners

Implications or recommendations for 2016

All staff have termly professional discussions allowing communication to be open and transparent

Educators are employed when required for programs rather than a blanket contract.

All staff are familiar with and use code of ethics while employed for DECD.

Consistent staff willing to focus on continual improvement

Quality Area 5 Relationships with Children

Strengths

- Relationships with families (adults and children) are respectful and friendly.

Improvements

- Work with families to build trusting relationship.
- Build sense of identity for each child.
- Develop sense of belonging in Centre and Preschool and school

Implications or recommendations for 2016

Children build trust in educators

Parents/carers are supported to support children to manage behavior and communicate effectively with others

Quality Area 6 Collaborative partnerships with families and communities.

Strengths

- Strong collaboration with families and other service providers in Children's Centre.

Improvements

- Lack of consistent orientation material and process for families
- Lack of governing body
 - Parent committee
 - Partnership group

Implications or recommendations for 2016

Parent engagement group

Partnership group

Set up an orientation pack – look for funding to support promotional materials eg tshirts or hats with logo

Regular mail outs of timetable and services available to families, service providers and pin up on local notice boards.

Access families through school and preschool sites in Port Augusta

Enable service providers to use space at Children's Centre to run programs and services for the community.

Quality Area 7 Leadership and service management.

Strengths

- All staff are fit and proper persons.
- Strong culture of ongoing professional learning for staff.

Improvements

- A statement of philosophy is developed and guides all aspects of the service's operations.
- Induction Pack for new staff
- Appropriate governance arrangements

Implications or recommendations for 2016
 Consistency in leadership and staff are assured of this.
 Set up parent engagement group and partnership group
 Fill all vacant positions with suitably qualified and experienced persons to promote children centre outcomes
 Develop a relevant statement of philosophy with parent, staff and community input
 Termly Professional discussions with all staff
 Write and use Quality Improvement Plan to inform and improve practice in all areas of National Quality Standards
 Administrative systems are clear and effective

Children's Centre Outcomes Framework:

1. Children have optimal health and development.
2. Parents provide strong foundations for their children's healthy development and wellbeing.
3. Communities are child and family friendly.
4. Aboriginal children are safe, healthy, culturally strong and confident.

Below are the playgroups and programs run in term 4 2015

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Self-Esteem (Start Week 2) 10:00– 11:30 am</p> <p>Tji Tji Wiru Playgroup 10:00-12:00 midday</p>	<p>Carlton Playgroup 10:00-12:00 midday</p> <p>Tji Tji Wiru Playgroup 10:00-12:00 midday</p> <p>Learning Dispositions 1:00-2:45pm (crèche provided) Starts 2nd week</p>	<p>Carlton Playgroup 10:00-12:00 midday</p> <p>Tji Tji Wiru Playgroup 10:00-12:00 midday</p> <p>Willsden Playgroup (at school) 9:30-11:30am</p> <p>Bringing Up Great Kids 1:-2:30pm</p> <p>Book Making (children 3+ years) at Carlton 1:00-2:45pm</p>	<p>Carlton Playgroup 10:00-12:00 midday</p> <p>Willsden Playgroup (at Kindy) 9:45-11:45am</p> <p>Exercise Group 12:45-2:45pm (crèche provided)</p>	<p>Stirling North Playgroup 9:45-11:45am</p> <p>Coffee and Chat 10:00-11:30</p>

Family Service Coordinator Programs – Debbie Thompson

Family Services Program The Family Services Coordinator's (FSC) role at Port Augusta Children's Centre has involved a multi- level approach to working with families and children who have high and complex needs.

This has included individual work around

- Self care, daily coping strategies and practical processes.
- Supporting parents caring for their children, e.g. Court custody of their children
- Practical support, Centrelink, therapeutic support, attending case conferences; linking to respite and home visiting options, discussing attachment and the implications of trauma and loss and linking children to therapeutic services.
- Linking families to appropriate services; i.e. child counselling services, legal services, mediation, housing, health
- Regularly connecting and checking in with families to ensure the supports put into place are appropriate and meeting their needs
- Linking families who are isolated and vulnerable into the Community Playgroup.
- Attending the playgroups when required to support families to continue to engage in the groups.
- Being responsive to parents who have been identified as requiring additional support through preschool, playgroups and childcare and other Childrens Services.
- Facilitating and co-facilitating parenting programs throughout the year including Bringing up great kids, Circle of Security, Self Esteem group and Learning Dispositions.

Partnerships and networking with other agencies has been an essential part of the role to ensure seamless referral pathways, accurate information and information sharing to provide better support for families.

These partnerships have involved agencies like

- Families SA
- CAMHS
- Relative and Kinship Care program
- Child and Family Health Services and
- local schools.

There is also excellent communication and a strong collaborative, partnership within the centre’s leadership team and staff, from which a meaningful and holistic service can be provided to children and families.

Community Development Coordinator Programs

Currently CDC on Leave – no report to make

Learning @ Home Fieldworker – Noelene Petrie

Noelene Petrie is the Learning Together @ Home fieldworker. Noelene has been a consistent fieldworker for many years and is trusted and supported by many families.

Karen Harrison was the second fieldworker, but left the service during 2015.

Below is the data to show number of children and families visited, referral sources and reasons for referrals.

WORKLOAD DATA Term 1	Fieldworker 1		Fieldworker 2	
	C	F	C	F
2.1 Number home visited	19	14	38	24
2.2 Number in group settings	20	14	11	4
2.3 Number in home and group settings				
2.4 Total	39	28	49	28

number receiving a service				
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(C=children F= families)

WORKLOAD DATA Term 4	Fieldworker 1		Fieldworker 2	
	C	F	C	F
2.1 Number home visited	25	20	20	13

2.2 Number in group settings	3	2	0	0
2.3 Number in home and group settings	0	0	0	0

2.4 Total number receiving a service	28	22	20	13
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(C=children F= families)

Referral source	Number of families			
	Term 1	Term 2	Term 3	Term 4
Preschool/ child care				
CAFHS (Child and Family Health) including Early Intervention Coordinator	3	2	1	3
Families SA				
Disability SA				
CDU				
Community Health Service				
Parent/Carer Referral	2		2	1
Learning Together	1			
Cross referral from other LT@H programs				
Other, please specify Pika Wiya Miriam High SpNeeds	4	5 1	1	
		2	2	
TOTAL	10	10	6	4

Reason	Number of families			
	Term 1	Term 2	Term 3	Term 4
Social isolation				
Geographic isolation				
Children with disability, including autism		1		
Children at risk of developmental delay/ speech and language concerns	7	6	3	3
Culturally diverse including newly arrived families		1	1	
Parents with learning difficulties		1	1	
Young parents				
Family pressure e.g. multiple births, illness		1	1	
Family with mental health issues	3			1
Other :please specify				
TOTAL	10	10	6	4

Report from Parent Engagement Group

There was no Parent Engagement Group in 2015

Report from Partnership Group

There was no Partnership Group in 2015

Student Data

Enrolments and Attendance

Attendance Data for Term 1 (Total number of **people** attending each group each week):

Group	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8	Wk 9	Wk 10	Wk 11	Wk 12	Total
Tuesday													

Carlton Playgroup	34	34	31	41	23	32	21	26	28	22	28		320
You make the difference	0	10	10	9	7	8	8	0	0	0	0		52
Wednesday													
Carlton Playgroup	23	29	18	23	24	11	21	13	20	15	13		210
Cooking	0	9	7	9	13	9	6	11	13	11	6		94
Thursday													
Carlton Playgroup	23	26	19	29	31	36	31	28	40	0	6		269
Willsden Playgroup	17	22	22	16	22	21	30	30	32	0	30		242
Flinders View Playgroup	0	0	10	5	2	4	7	2	0	0	0		30
Cert 2 Women's Ed	0	28	30	25	25	25	17	22	21	0	0		193
Friday													
Babies Playgroup	0	7	11	9	5	6	7	7	7	0			59
Stirling North Playgroup	0	7	6	15	32	24	18	22	11	0	29		164
Other													
Davenport (Mon, Tues, Wed)		6	4	10	5	9	10	9	4	6			63
Foreshore Playgroup										73			73
Carlton Holiday Playgroup												134	134
Lakeview Holiday Playgroup												12	12
Total	97	178	168	191	189	185	176	170	176	127	112	146	1915

Attendance Data for Term 2 (Total number of **people** attending each group each week):

Group	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8	Wk 9	Wk 10	Wk 11	Wk 12	Total
Tuesday													
Carlton Playgroup	22	29	31	32	29	37	15	5	10	12			222
Circle Of Security	12	11	8	8	13	5	10	6	0	0			73
Wednesday													
Carlton Playgroup	25	24	34	21	33	53	27	19	21	26			283
Willsden School Playgroup	0	17	12	6	14	15	11	13	6	10			104
Time For Me	0	16	12	13	16	13	10	9	17	0			106
Cooking	8	12	10	9	13	6	8	11	11	9			97
Thursday													
Carlton Playgroup	0	23	10	23	28	18	17	18	16	16			169
Willsden Playgroup	0	28	34	19	18	21	21	14	24	10			189
Cert 2 Women's Ed	0	19	23	24	17	11	18	22	13	9			156
Friday													
Stirling North Playgroup	16	33	29	13	11	14	0	23	30	12			181
Other													
Davenport (Mon, Tues, Wed)	30	31	18	0	33	29	13	3	6	2			165
Foreshore Playgroup													
Carlton Holiday Playgroup												35	35
Circle Of Security(Monday)	0	3	4	0	4	4	0	3					18
Total	113	246	225	168	229	226	150	146	154	106	0	35	1798

Attendance Data for Term 3 (Total number of **people** attending each group each week):

Group	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8	Wk 9	Wk	Wk	Wk	Total
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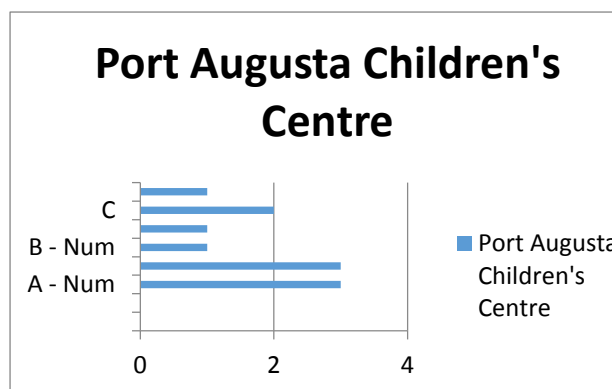
										10	11	12	
Tuesday													
Carlton Playgroup	24	32	19	25	21	25	28	19	22	24			239
Companionable Learning	0	15	0	11	9	13	9	11	7	10			85
Wednesday													
Carlton Playgroup	37	31	30	24	7	23	36	23	24	37			272
Willsden School Playgroup	15	15	2	12	9	13	11	15	14	9			115
Zumba	0	20	0	12	17	10	11	0	13	12			95
Cooking	13	14	9	5	16	9	9	14	9	11			109
Thursday													
Children's Centre Playgroup	10	11	38	19	20	29	21	0	16	34			198
Willsden Playgroup	42	22	24	11	20	19	25	0	32	36			231
Cert 2 Women's Ed	12	13	10	12	0	7	8	9	13	11			95
Friday													
Stirling North Playgroup	28	23	15	24	8	19	11	19	28	24			199
Other													
Davenport (Mon, Tues, Wed)													0
Playgroup in the Park								67					67
Carlton Holiday Playgroup													
Coffee & Chat	9	6	6	11	0	6	6	11	9				64
Total	190	202	153	166	127	173	175	188	187	208	0	0	1769

Attendance Data for Term 4 (Total number of **people** attending each group each week):

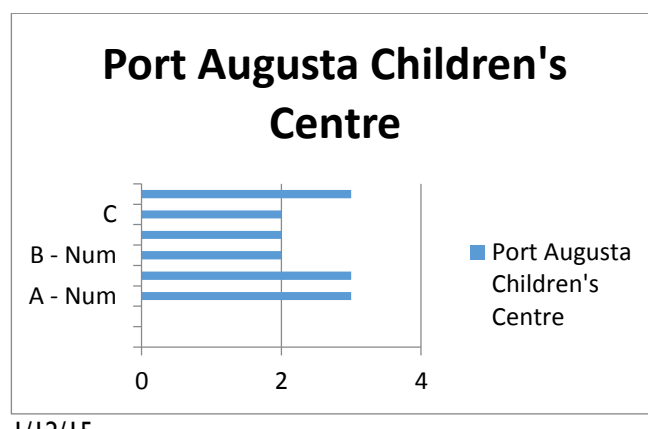
Group	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8	Wk 9	Wk 10	Wk 11	Wk 12	Total
Tuesday													
Carlton Playgroup	21	11	35	29	26	32	19	21	51				245
Circle of Security	8	8	8	6	6	2	6	4	0				48
Wednesday													
Carlton Playgroup	29	32	0	28	31	18	25	21	14				198
Willsden School Playgroup	13	0	0	16	15	13	16	16	16				105
Mindfulness	15	11	0	14	11	7	0	0	0				58
Cooking	7	15	0	8	10	0	9	9	0				58
Thursday													
Children's Centre Playgroup	19	26	19	2	10	14	29	25	20				164
Willsden Playgroup	33	28	31	35	28	13	25	27	46				266
Cert 2 Women's Ed	8	6	5	5	7	9	12	12	0				64
Friday													
Stirling North Playgroup	24	35	21	18	14	13	20	15	0				160
Other													
Davenport (Mon, Tues, Wed)													
Computing	0	5	3	1	3	2	2	0	1				17
Baby Massage	0	6	0	12	7	9	7	0	0				41
Coffee & Chat	7	17	8	0	9	10	10	7	0				68
Total	184	200	130	174	177	142	180	157	148	0	0	0	1492

Results plus data

Supplied by Sonya Gee Davis (Results Plus Coordinator 2015)



3/9/15



1/12/15

Expectation A: Numeracy - track and monitor every learner's growth and respond
 Expectation A: Literacy - track and monitor every learner's growth and respond
 Expectation B: Numeracy - have a numeracy improvement cycle
 Expectation B: Literacy - have a literacy improvement cycle
 Expectation C: Literacy and Numeracy - enact changes in pedagogical practice
 Expectation D: Identify and enact clear intervention processes

Planning for 2016

Expectation A: Numeracy/Literacy - Track and monitor every learner's growth and respond Numeracy/Literacy

Area of focus: There are a variety of strategies in place to collect, document, organise and interpret information about children's numeracy/literacy learning. **To consider ways of including information from parents and child's voice. All educators to build knowledge and understanding of the Preschool Numeracy/Literacy Indicators, to notice and describe the learning.**

Expectation B: Have a Numeracy/Literacy improvement cycle Numeracy/Literacy

Area of focus: Whole site agreement on a definition of Numeracy/Literacy and how it looks at this site. **Educators to increase curriculum knowledge of the Preschool Numeracy and Literacy Indicators including learning processes, indicators and key elements (use of common language amongst the educators).**

Expectation C: Enact changes in pedagogical practice

Area of focus: Leaders and staff to examine their own and each other's beliefs and attitudes in relation to numeracy and literacy learning. **This to be used to facilitate professional dialogue and learning (audits available in the 'Leading Numeracy Improvement' folder to assist with this).** There is a strong commitment to the "Ribbon Document" which defines the site's focus. To develop processes to evaluate this, identify strengths, share effective practices and identify areas for individual and whole site staff improvement. **Develop educators' knowledge and understanding of executive functions, growth mindset and dispositions (revisit at the beginning of 2016).**

Expectation D: Identify and enact clear intervention processes

Area of focus: There is a strong focus on intensive support and targeted intervention provided for a few individual learners. Although there have been issues recruiting specialist staff to the site including speech pathologist and occupational therapist. **To continue identifying children who may require a more targeted approach and involving interagency and/or specialist support.**

Sonya Gee-Davis
 Results Plus – Early Years

Feeder Kindergartens and Schools

Port Augusta Children's Centre caters for the whole community and although collocated with Carlton school children attend preschools and schools across Port Augusta, Stirling North and Quorn.

Client Opinion

Not completed in 2015

Financial Statement

Financial Statement attached

**Completion of Annual Report for 2015 was done by Mandy Dempsey, Director of Port Augusta Children's Centre from 2016. Information was gathered by discussing with individuals who were a part of teaching and learning and staff members in 2015. The report may not be a full indication of 2015 at Port Augusta Children's centre but is written with best intentions.*