Mt Gambier Children’s Centre Annual Report 2015
The Mount Gambier Children’s Centre is in its fifth year of operation. The Centre was officially opened on September 9th, 2010 by the Minister of Education Mr Jay Weatherill. The site is co-located with the Mulga Street Primary School. We provide a new look service that offers an extended range of high quality programs to meet the needs of local families. Our Centre has advantages in terms of ease of access, transition between programs, access to educational and community services. In addition to the Preschool which offers families 15 hours of preschool per week we have a Community Development Coordinator and a Family Services Coordinator.

Programs operating at the Children’s Centre include:

- Preschool operates with half-day and full-day sessions with lunch care
- Fun Friends social skills and emotional well-being program for preschool children
- Occasional Care provides 1 session a week for children under 2 years of age and 5 sessions a week for children over 2 years of age.
- Playgroup operates on Friday 9 to 11am, weekly during term time.
- PlayConnect Playgroup is for children with Autism, funded by Playgroup SA..
- Toolbox Parenting – six session program that provides parents with strategies to help then grow great kids.
- My Time is a weekly peer support group for mums, dads, grandparents and anyone caring for children with a disability, developmental delay or chronic medical condition and funded by Facsia.
- Child and Family Health Service, 4 year old health checks by appointment.
- Circle of Security is an 8 week attachment based parenting program that enhances the quality of parent/child relationships with a step by step approaching for promoting secure attachment in children.
- Patchwork/Reunification Program – A supported (closed) program that encourages parents to discuss and reflect upon their individual issues that may have impacted on their children and made it difficult for them to be effective parents
- Spotlight Sessions – These sessions are held about three times each school term for Relative/Kinship Carers with a focus on supporting parents/families who are caring and supporting a traumatised child/children.
- Bringing Up Great Kids – A program developed by the Australian Childhood Foundation that encourages parents to reflect on their own childhoods and how that impacts on their current parenting style.
- Tuning Into Kids- A 6 week program to support parents understand and support their children’s emotions.
Targeted Playgroup – Supporting parents who are working with Families SA, to build their parenting skills/capacity. The playgroups incorporate a parent education and de-briefing component.

Group Specific Parenting Programs – The Children’s Centre also delivers many of these programs at Pangula Mannamurna Inc (Aboriginal Agency).

Our work within the community has included forming a network of agencies inclusive:

- Families SA
- Disability SA
- Housing SA
- DECD Mount Gambier Education Office and Central Office staff
- South East Regional Community Health Service
- Child and Family Health Service
- Child and Adolescent Mental Health Service
- AC Care
- Pangula Mannamurna
- Centacare
- TAFE SA
- City of Mount Gambier
- Mulga Street Primary School

1. REPORT FROM GOVERNING COUNCIL

The Mount Gambier Children's Centre is a school based service please refer to the Mulga Street Primary School Annual Report for Governing Council Report.

2. HIGHLIGHTS 2015

Highlights from across the year have included:

Education, Parenting and Community Development
The opportunity to share our work with other Educational Leaders and organisations has been valuable to reflect on our ‘Hub for a community’ approach including the Charter for Children with the Mount Gambier City Council, Melaleuca Hub, making services more accessible to families, Outdoor Development at Melaleuca Kindergarten and Play on Wheels; loose parts / nature play.

Our engagement in the Hub for a Community project was valuable to reflect on our programs and practice and it was rewarding to receive feedback via ‘change stories’ on the positive outcomes for young families as the benefits of the Mount Gambier Children's Centre extends beyond our centre walls.

- Children’s Centre leadership team: Pauline (Director) Kelly (Family Services Coordinator) and Fiona (Community Development Coordinator) Hub and Spoke Approach presentation in Adelaide
- Fiona - AEDC presentation in Adelaide and Brisbane
- Fiona - Outdoor Development Project at Melaleuca Kindergarten at the Limestone Coast Early Years Forum.

Allied Health Program
This year we were fortunate to have the appointment of a 0.6 Speech Pathologist, Harriet Wallis. Her role was valuable to support children, families and staff in developing children’s speech and language skills;

- General support within the Children’s Centre
- Individual consultations
- Supporting playgroups
- Parenting information, talking tips, 'Walking and Talking Together'
- Provision of resources
- Support with referrals

**Curriculum and Continuity in learning**

We have a strong collaborative partnership with Mulga Street Primary School strengthening

- shared professional learning for the Early Years Team (Preschool, Junior Primary team)
- continuity of learning for children
- successful transition to school for all children

It is with a great sense of satisfaction that we can reflect on our educational program and practice and collaborative partnerships for 2015. The Powerful Learners project with Lisa Burman has supported our work in creating inspiring spaces to promote children’s well-being and involvement and to promote literacy and numeracy through playful pedagogy across the Early Years. We have worked closely with the Junior Primary Reception teachers, engaging in shared professional learning with the Powerful Learners project, nature play / loose parts play and our inquiry research project to reflect on our pedagogical practices, continuity of learning and transition processes. We have gained a better understanding of the links between the Early Years Learning framework and The Australian Curriculum.

Future directions include: Working with the preschool Literacy and Numeracy Indicators, continuing to develop children's learning dispositions; extending on the Powerful Learners project with a focus on literacy and nature play / loose parts play.

**Transition to school**

The Kindergarten and Junior Primary teachers worked together each fortnight as a combined Early Years Team with the aim of ensuring a smooth transition to school and continuity of learning. As educators we recognise the importance of developing the children’s sense of belonging, confidence, wellbeing, and social skills to help them enjoy a positive transition to school. To support this the children were provided with opportunities to be involved in learning experiences with Mulga Street PS throughout the year including LandCare (recycling, feeding the chickens, working with a school buddy), library borrowing, canteen project, visits to the Japanese class and combined activity time with the Junior Primary classes. An important part of helping children transition successfully is to help them feel confident in the school playground. We provided the children with the opportunity to access the school playground with the benefit of developing their confidence, physical skills and safe risk taking behaviour. We celebrated the end of year with a Christmas Family Picnic Evening and Graduation on the school oval so as to provide families with the added opportunity to connect with the school and to have fun with their children at the school playground and to enjoy loose parts play with Play on Wheels.
**Added highlights** including the involvement of parents and special events to enrich the educational program and children's learning included:

- John Powell Reserve naturescape
- Big Play Day In
- Mother's Day
- Family week celebration
- The moon's a balloon excursion and storytelling at the Mount Gambier City Library
- Landcare project
- Wipe out Waste 10 cent fundraiser, School Canteen Hotdog Project
- Bookweek celebrations
- Father's Day
- Universal Children's Day Celebration Teddy Bear's Picnic
- Play on Wheels project launch

**Community Engagement**
The Mount Gambier Children's Centre with Community Development Coordinator, Fiona Pulford, and Family Services Coordinator, Kelly Williams continued to work actively with the community including

- Parenting Program with the Aboriginal Community with Pangula Mannamurnna
- John Powell Reserve development and community BIG Play Day Out
- Nature Play - outdoor development of Melaleuca Park
- Developing 'Play on Wheels' (play trailer, promoting loose parts play and parent engagement, Rail Lands opening celebration).
- Mount Gambier City Council - continuing work from the 'Perspectives of children' project; Charter for children, 50 things project, and community consultation for developing the Melaleuca Reserve

Families have demonstrated a significant increase in valuing and understanding the benefits of engaging in nature play and it has been rewarding to have families actively involved in decision making opportunities and providing feedback including future considerations for community development at John Powell Reserve.

See section 9 outlining Children's Centre work with Community Development Coordinator and Family Services Coordinator for further information

**Grounds and Maintenance**
Ongoing general repairs and maintenance was kept up to a satisfactory standard. The largest expense was the replacement of the hot/cold water system under Breakdown Maintenance.

Future work:
- The Children's Centre Community Area requires repair work on the air conditioner (Managed by facilities but to be budgeted from State Office as per consultation with Heather Ward)
- We are currently applying for paving work as the uneven paving is a daily trip hazard.
3. QUALITY IMPROVEMENT PLAN

Quality Improvement Plan Processes
Each year we develop a Quality Improvement Plan (QIP) outlining our goals, actions and success measures. The 2015 QIP was developed based on our 2014 review and in consultation with staff, Governing Council and family feedback. The 2015 QIP was also developed in collaboration with the other kindergartens in the Blue Lake Partnership based on partnership priorities. A progress report was provided each term to Governing Council and made available to families. To help keep families informed of our priorities and progress across the year we also highlighted these on an 'ACECQA tree' with photos and updates. Progress reports were valuable as part of review processes to monitor and continually plan for improvement priorities. Review processes will continue to be a focus for 2016 with a further strategic approach (parent meetings) to consult with families and involve them more in decision making processes.

National Quality Standards
Quality Improvement Plan priorities, actions, achievements and next steps:

**Quality Area 1: Educational Program and Practice**
- Pauline and Mich attended a workshop on Quality Area 1: Educational Program and Practice. This was a valuable opportunity to learn more about the national assessment process and to reflect on planning and documenting for children's learning.
- Early Years ‘Powerful Learners’ Project, with the Junior Primary teachers, and a focus on developing children's literacy and numeracy skills through playful learning.
- Daily / Weekly Educator reflection and curriculum planning, collaborative approach
- Early Years Team meetings with Junior Primary teachers and Inquiry Research project on developing children's oral language skills.

This has been an area of significant achievement for 2015 across the Early Years Team with staff developing shared understandings, engaging in reflective practice and open dialogue to promote children's learning through playful pedagogy. Staff have also become more familiar with the new preschool literacy and numeracy indicators and links to the Australian school curriculum.

**Next steps:** Extending on work with the Early Years Team; from Kindergarten to Year 1. Working with the Junior Primary Teachers with a targeted approach to further develop children's oral language development and emergent literacy skills including vocabulary and descriptive language, phonological awareness skills and concepts of print.
Results Plus professional learning with a focus on developing children's engagement and learning dispositions (the 'plus') through nature play / loose parts play.

**Quality Area 2: Children’s Health and Safety**

**Policies and procedures**
- Updated Sun Protection Policy
- Updated hand washing
- Updated toileting procedure
- Safe food handling training

Updating policies remains a challenging area due to time and resourcing needed.

**Next steps:** Strategically review one policy per month with a ‘Policy of the month' to promote parent awareness and decision making/feedback at 'Coffee and Chat' meetings.
Quality Area 3: Physical Environment

- Creating inspiring spaces to promote children's wellbeing and engagement in rich, authentic learning experiences.
- Developing literacy through story tables, book making and small world play.
- Developing numeracy through collage, 2D and 3D construction and loose parts play.
- Promoting learning dispositions: curiosity, creativity, experimentation, being purposeful and persistent, communication.
- Purchasing new tables, chairs, aquarium and educational resources and books.

This has been a positive area of development with educators reflecting on the learning environment and educator practice to continue building on good practices for literacy and numeracy learning. Creating a more natural feel through new tables, chairs and resources was well received with positive feedback from families and created a 'calm atmosphere'.

Next steps: Continue to engage in reflective practice to create inspiring spaces for children's wellbeing and engagement in rich, authentic learning experiences. Utilise 'Roses' scale review the outdoor learning environment, engage children and families in decision making and outdoor development possibilities such as developing a 'mud kitchen'.

Quality Area 4: Staffing Arrangements

Educator, whole team shared professional learning opportunities.

- 'Powerful Learners' project: We were engaged in the Early Years Powerful Learner's Project as a whole of site with a focus on developing children's literacy and numeracy skills through playful learning.
- A pupil free day was organised for staff to participate in shared professional learning in the Powerful Learners Project, with the Junior Primary teachers, focusing on developing children's literacy and numeracy skills and including the importance of 'loose parts' play.
- Results Plus+ project: We worked on a shared understanding at both a site level and with the preschools in the Blue Lake partnership to develop definitions related to the learning processes outlined in the numeracy indicators and what this looks like in children's learning.

Whole team shared professional learning promoted consistency in educator practice and continuity of learning for literacy and numeracy. Staff across sites (preschool / school) gained a shared understanding of the link between the new preschool numeracy indicators / learning processes and the general capabilities in the school Australian Curriculum.

Next steps: Continue whole team shared professional learning opportunities for literacy and numeracy development to further consolidate our shared understanding and educator practice.

Quality Area 5: Relationships with Children

- 'Play is the Way' with Mulga Street PS to support children's social skills and wellbeing. The children were involved in 'Play is the way' activities with the junior primary classes as part of their transition to school. This has been a very positive experience, with the children feeling as confident and secure as possible and returning with lots of excitement about their time at school. This supported their positive sense of belonging and continuity of learning, building on their prior learning at Kindy and linking this to new experiences at school. The children have become familiar with the school community through our close partnership and made a positive transition to school.
- Limestone Coast Early Years Forum: Being Well - promoting mental health

This has been an area of strength with collaborative partnerships and effective transition processes established to best support all children in making a positive transition as they continue their learning journey within the school environment.

Next step: Being Well - promoting positive mental health within the community; staff team to access PERMA PLUS professional learning and the early childhood Kids Matter program to promote well-being of both children and families.
Quality Area 6: Collaborative Partnerships with Families and Communities

- Shared learning conversations (Parent / Teacher interviews Term 2) were introduced. Parents provided very positive feedback about this process and the formal opportunity to share about their children's interests, progress and Individualised Learning Plans.
- Effective school transition processes in place with very positive feedback from families.
- Allied Health Speech Pathologist, Harriet Wallis, included Talking Tips in the newsletter, to support parents in developing their children's speech and language.
- Kelly Williams, Family Services Coordinator and Fiona Pulford Community Development Coordinator worked with Pangula Mannamurna Inc (Aboriginal Health Service) to secure funding and the delivery of an 18 week parenting program.
- Parents participated in a Coffee and Chat afternoon talking about Children's Learning dispositions, Nature Play, Parents input and ideas, End of Year Family Celebration
- Occasional Care services were in high demand with high attendance and positive transition processes in place including early intervention and transition to Kindy.

Collaborative Partnerships with Families and Communities remains an area of strength with programs and services supporting the broader community. It was rewarding to have some of our mainstream families benefit from accessing the Circle of Security program with positive feedback from parents about the benefits in understanding children's emotions and supporting their behaviour.

**Next step:** Developing 'Coffee and Chat' afternoons on a regular basis (twice per term) as a forum to encourage families in decision making processes re policies, programs, services and community development.

Quality Area 7: Leadership and Service Management

- Effective process for performance development with improvement planning and reviews.
  - Consistent proforma being utilised by all staff
  - Leadership Team Performance Development Plan developed with Director, Family Services Coordinator and Community Development Coordinator inclusive of Children's Centre Outcomes.
  - Performance Development Plans focused, with a defined process and outcome.
  - Performance Development Reviews completed with written feedback
- Networking with educational leaders as part of the Blue Lake Partnership.
- Working with staff re Results Plus+ Numeracy Rubric
  - Track and monitor early learner's growth and respond
  - Numeracy Improvement Cycle
  - Pedagogical Practice
  - Identify and enact clear intervention processes

A consistent proforma and formalised process supported effective Performance Development and incorporated site and partnership directions. A Leadership Team plan incorporating the FSC and CDC promoted a collaborative approach to support targeted outcomes.

**Next step:** To review site review processes and formalise a more strategic plan for site review, engaging staff and families
Building Teacher Capacity funding for targeted professional learning: Literacy and Numeracy Indicators.
The grant was utilised to provide funding for staff at the Mount Gambier Children's Centre to engage in professional learning to become familiar with the Literacy and Numeracy Indicators and to engage in the Powerful Learners Project with Lisa Burman. Staff gained a better understanding of the links between the Early Years Learning framework and The Australian Curriculum. Staff also participated in professional learning to become familiar with the Leuven Scales focusing on observing children's level of involvement. Staff reflected on the indicators when they reported on children's literacy and numeracy development when documenting children's learning and for reporting in the children's term 4 Statement of Learning.

4. INTERVENTION AND SUPPORT PROGRAMS

During 2015, up to 12 children received funded Preschool Support. The main target of the support was for Speech and Language Development. Children were supported with a targeted DECD speech pathology program. An increasing number of children needed support for speech articulation and benefited from a 1:1 therapeutic approach with a recommended speech program. Improvement in children's speech and language development was linked closely to improvement in children's confidence, social literacy and higher levels of engagement across the curriculum and in turn provided a strong foundation for a positive transition to school.

Aboriginal children were supported through the three year old family literacy program funding to support a successful transition from home to preschool. Funds were targeted to assist the primary caregiver in supporting children in building positive social relationships, to overcome separation anxiety and engage successfully in the play based curriculum and to help them participate positively in the Kindergarten routine and intentional teaching targeting literacy and numeracy skills.

Literacy: Teaching and learning focused on developing children's oral language skills to support speech and language development. Oral literacy is fully integrated into the curriculum through everyday experiences, play and intentional teaching including socio-dramatic play, small world play, story tables and book making. Staff recorded children's oral literacy skills in their individual portfolios including learning stories. Staff also utilised the Teacher Rating of Oral Language and Literacy checklist to assess and monitor children's progress across the year with all children showing improvement.

Numeracy: Teaching and learning focused on developing children's learning dispositions to improve numeracy learning outcomes through intentional teaching and playful learning. Our main focus included becoming familiar with the numeracy indicators and engaging in the Powerful Learners project with the Junior Primary teachers as part of our Early Years team. Staff utilised the numeracy indicators as part of planning, assessing and documenting children's learning.
5. STUDENT DATA

Enrolments

Figure 1: Enrolments by Term

Table 1: Enrolments by Term

<table>
<thead>
<tr>
<th>Year</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>69</td>
<td>63</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td>55</td>
<td>54</td>
<td>55</td>
<td>55</td>
</tr>
<tr>
<td>2015</td>
<td>61</td>
<td>65</td>
<td>64</td>
<td></td>
</tr>
</tbody>
</table>

Based on person counts in the two week reference period each term.

Excludes pre-entry.

Source: Preschool Data Collection, Data Management and Information Systems

2015 showed an increase in enrolments to the previous year, with families enrolling from outside the local neighbourhood area. Enrolment remained stable with little transience.

In 2016 DECD staffing will be based on enrolment (in previous years staffing was based on attendance). Staffing has been allocated based on an enrolment of 55 children. We currently have 54 children enrolled.
Figure 2: Attendance by Term

Attendance Percentages 2013 - 2015

<table>
<thead>
<tr>
<th>Year</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013 Centre</td>
<td>87.0</td>
<td>88.9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014 Centre</td>
<td>90.9</td>
<td>90.7</td>
<td>89.1</td>
<td>89.1</td>
</tr>
<tr>
<td>2015 Centre</td>
<td>91.8</td>
<td>90.8</td>
<td>89.1</td>
<td></td>
</tr>
<tr>
<td>2013 State</td>
<td>88.7</td>
<td>88.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014 State</td>
<td>90.0</td>
<td>88.9</td>
<td>86.1</td>
<td>87.1</td>
</tr>
<tr>
<td>2015 State</td>
<td>90.5</td>
<td>88.5</td>
<td>86.3</td>
<td></td>
</tr>
</tbody>
</table>

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 percentages were slightly higher than state average. This is a good indicator that children and families valued their preschool experience and recognised the importance of regular attendance to support children's learning. Good attendance was promoted by providing families with the flexibility needed to support attendance such as being able to ask if they could change their child's days at Kindy according to changes in their work days.
### Feeder School Percentage Data

**Table 3: Feeder School Percentage Data 2013 - 2015**

<table>
<thead>
<tr>
<th>Site number - Name</th>
<th>Type</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>0290 - Reidy Park Primary School</td>
<td>Govt.</td>
<td></td>
<td></td>
<td>7.9</td>
</tr>
<tr>
<td>0422 - Suttontown Primary School</td>
<td>Govt.</td>
<td></td>
<td></td>
<td>7.9</td>
</tr>
<tr>
<td>0501 - Yahl Primary School</td>
<td>Govt.</td>
<td></td>
<td></td>
<td>3.2</td>
</tr>
<tr>
<td>0724 - Compton Primary School</td>
<td>Govt.</td>
<td>2.5</td>
<td>3.9</td>
<td>1.6</td>
</tr>
<tr>
<td>1021 - McDonald Park School</td>
<td>Govt.</td>
<td>2.5</td>
<td>1.9</td>
<td>1.6</td>
</tr>
<tr>
<td>1650 - Mulga Street Primary School</td>
<td>Govt.</td>
<td>92.5</td>
<td>86.5</td>
<td>76.2</td>
</tr>
<tr>
<td>8260 - Tenison Woods College</td>
<td>Non-Govt.</td>
<td>2.5</td>
<td>5.8</td>
<td>1.6</td>
</tr>
<tr>
<td>9031 - St Martin’s Catholic Primary School</td>
<td>Non-Govt.</td>
<td></td>
<td></td>
<td>1.9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Based on the percent of children currently enrolled who will attend school in the following year, where the expected school is known.

Due to rounding totals may not add up to 100%.

Source: Term 3 Preschool Data Collection, Data Management and Information Systems

The majority of children from the Children’s Centre transitioned to Mulga Street Primary School, with 76.2% starting at the onsite campus. The remainder transitioned to other feeder schools, according to those schools being their closest neighbourhood school (school of right) and close proximity to rural schools. We noted a decrease in enrolment to Non-Govt. schools indicating a high level of satisfaction in public education.
6. CLIENT OPINION

DECD Parent Opinion Survey 2015
1698 Mount Gambier Children’s Centre
Aggregation of Preschool Survey Responses
Parent Opinion - Quality of Teaching and Learning

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 I think my child receives high quality teaching at this preschool.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>31%</td>
<td>69%</td>
<td>15</td>
</tr>
<tr>
<td>2 My child’s teachers know what my child can do and what he/she needs to learn.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>25%</td>
<td>75%</td>
<td>15</td>
</tr>
<tr>
<td>3 This preschool has the expectation that children will learn.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>31%</td>
<td>69%</td>
<td>15</td>
</tr>
<tr>
<td>4 Teachers are enthusiastic in their teaching.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>13%</td>
<td>88%</td>
<td>15</td>
</tr>
<tr>
<td>5 I am satisfied with the learning programs offered at my child’s preschool.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>10%</td>
<td>91%</td>
<td>15</td>
</tr>
<tr>
<td>6 My child’s teachers clearly inform me about the learning program.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>25%</td>
<td>75%</td>
<td>15</td>
</tr>
<tr>
<td>7 My child’s teachers make learning interesting and enjoyable.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>38%</td>
<td>63%</td>
<td>15</td>
</tr>
<tr>
<td>8 Teachers at this preschool really went to help my child learn.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>31%</td>
<td>69%</td>
<td>15</td>
</tr>
<tr>
<td>9 The preschool has an excellent learning environment.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>13%</td>
<td>88%</td>
<td>15</td>
</tr>
</tbody>
</table>
DECD Parent Opinion Survey 2015
1698 Mount Gambier Children’s Centre
Aggregation of Preschool Survey Responses
Parent Opinion - Support of Learning

<table>
<thead>
<tr>
<th>No.</th>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>My child is motivated to learn at this preschool.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>25%</td>
<td>75%</td>
<td>18</td>
</tr>
<tr>
<td>11</td>
<td>My child's teachers provide help and support when it is needed.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>25%</td>
<td>75%</td>
<td>18</td>
</tr>
<tr>
<td>12</td>
<td>My child has access to quality materials and resources that help him/her learn.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>25%</td>
<td>75%</td>
<td>18</td>
</tr>
<tr>
<td>13</td>
<td>My child is happy at this preschool this year.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>25%</td>
<td>75%</td>
<td>18</td>
</tr>
<tr>
<td>14</td>
<td>My child would receive support for any special needs he/she had.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>56%</td>
<td>44%</td>
<td>16</td>
</tr>
<tr>
<td>15</td>
<td>The preschool changes its programs and activities to improve student achievement.</td>
<td>0%</td>
<td>0%</td>
<td>7%</td>
<td>27%</td>
<td>67%</td>
<td>15</td>
</tr>
<tr>
<td>16</td>
<td>Children know how they are expected to behave at preschool.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>44%</td>
<td>56%</td>
<td>18</td>
</tr>
<tr>
<td>17</td>
<td>Teachers at this preschool treat my child fairly.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>40%</td>
<td>60%</td>
<td>15</td>
</tr>
<tr>
<td>18</td>
<td>This preschool provides a safe and secure environment.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>31%</td>
<td>69%</td>
<td>18</td>
</tr>
<tr>
<td>19</td>
<td>Children have enough materials and resources for their learning.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>56%</td>
<td>44%</td>
<td>18</td>
</tr>
<tr>
<td>20</td>
<td>This preschool has information available about other support agencies within the community.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>25%</td>
<td>75%</td>
<td>18</td>
</tr>
<tr>
<td>21</td>
<td>This preschool encourages children to have a sense of pride in their achievement.</td>
<td>0%</td>
<td>0%</td>
<td>7%</td>
<td>27%</td>
<td>67%</td>
<td>15</td>
</tr>
</tbody>
</table>
DECD Parent Opinion Survey 2015
1698 Mount Gambier Children’s Centre
Aggregation of Preschool Survey Responses
Parent Opinion - Relationships and Communication

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>22 I feel welcome at this preschool.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>19%</td>
<td>81%</td>
<td>16</td>
</tr>
<tr>
<td>23 This preschool assists the development of my child’s personal and social skills.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>25%</td>
<td>75%</td>
<td>16</td>
</tr>
<tr>
<td>24 I am comfortable about approaching my child’s teachers to talk about his/her progress.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>19%</td>
<td>81%</td>
<td>16</td>
</tr>
<tr>
<td>25 I am given opportunities to have a say in matters about this preschool.</td>
<td>0%</td>
<td>6%</td>
<td>6%</td>
<td>38%</td>
<td>50%</td>
<td>16</td>
</tr>
<tr>
<td>26 There is a broad variety of communications that inform me about this preschool.</td>
<td>0%</td>
<td>0%</td>
<td>13%</td>
<td>31%</td>
<td>56%</td>
<td>16</td>
</tr>
<tr>
<td>27 Children from all backgrounds and cultures are treated fairly at this preschool.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>38%</td>
<td>62%</td>
<td>13</td>
</tr>
<tr>
<td>28 The staff always listen to what I have to say about my child’s development and needs.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>25%</td>
<td>75%</td>
<td>16</td>
</tr>
<tr>
<td>29 I receive helpful information about my child’s progress and achievement.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>19%</td>
<td>81%</td>
<td>16</td>
</tr>
<tr>
<td>30 This preschool provides opportunities to discuss my child’s progress.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>38%</td>
<td>63%</td>
<td>16</td>
</tr>
<tr>
<td>31 I am well informed about preschool activities.</td>
<td>0%</td>
<td>0%</td>
<td>6%</td>
<td>38%</td>
<td>56%</td>
<td>16</td>
</tr>
<tr>
<td>32 I believe that if I have concerns or suggestions, the preschool would respond appropriately.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>38%</td>
<td>63%</td>
<td>16</td>
</tr>
<tr>
<td>33 I am encouraged to be involved in the preschool in all kinds of ways.</td>
<td>0%</td>
<td>6%</td>
<td>6%</td>
<td>44%</td>
<td>44%</td>
<td>16</td>
</tr>
<tr>
<td>34 Teachers let me know how well my child is doing.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>38%</td>
<td>63%</td>
<td>16</td>
</tr>
</tbody>
</table>
Overall parent opinion indicates a high level of satisfaction with the preschool, with a majority of strongly agree and agree responses across all four areas. The highest area of satisfaction was for Quality of Teaching and Learning, with over 80% for teachers are enthusiastic in their teaching, I am satisfied with the learning programs offered at my child's preschool and excellent learning environment. Parents reported 75% highly satisfactory responses related to this, as recorded in Support for Learning, regarding children's motivation to learn, teachers providing help and support when needed, quality materials and resources, children happy and information available about other support agencies. Parents reported over 80% high satisfaction in Relationships and Communication responses related to effective teaching and learning included feeling comfortable to approach teachers to talk about children's progress and receiving helpful information about children's progress and achievement. Leadership and Management received the highest percentage of satisfaction for 'effective educational leadership' This is a positive reflection on our work related to Quality Area 1: Educational Programs and Practice (as outlined in centre highlights and QIP above) supported by informal daily information sharing and effective communication via the parent information board, program guide, photo board and newsletters.
Areas to further develop include opportunities for parents to be involved in decision making, having a say in matters about the preschool and planning through the Governing Council. We will explore ways to further develop this in 2016 including 'coffee and chat' parent meetings scheduled twice per term to engage families in decision making and planning and review processes.

7. ACCOUNTABILITY

Processes are in place for ensuring compliance with the DECD Relevant History Screening Summary in accordance to requirements - Relevant History Screening - Summary for Site Leaders.
The Human Resources System is utilised on Eduportal for SSOs and ECWs and a hardcopy kept on record at the centre in the staff members file. Teaching staff clearance is acknowledged via their teacher's registration.
Volunteers and placements students have had DCSI clearance with a copy kept on file.
DECD personnel identity has been verified by sighting DECD badge and all visitors sign in at the site.

8. FINANCIAL STATEMENT

The Mount Gambier Children's Centre is a school based service please refer to the Mulga Street Primary School Annual Report for Financial Statement.

9. COMMUNITY DEVELOPMENT COORDINATOR & FAMILY SERVICES COORDINATOR

Family services Coordinator: Kelly Williams
Community Development Coordinator: Fiona Pulford

We worked with Pangula Mannamurna to win significant funding under IAS for the development and implementation of a program to support parenting with a cultural lens.

Kelly Williams (Family Services Coordinator) has been able to provide a range of programs this year and we are noticing that the demand for our parenting programs has increased significantly over the last 2 – 3 years. We are finding that before we even finish specific groups we already have the names for the next group to be run. The demand for families working with Families SA has also increased and we are seeing that the supports provided by the Children’s Centre are having significant positive outcomes for these families.

The programs that we have offered this year are quite varied:

- I am Woman Program (Women’s Well-Being Group)
- Circle of Security (general group, Kinship Carers and New Mothers from Pangula Mannamurna)
- Aboriginal Parenting Program (18 week program)
- Patchwork Program (Families SA specific program)
- Toolbox Parenting Program
- Fun Friends (Emotional Well-Being with Pre-School Children)

Kelly also participated in Therapist Level Marte Meo Training which is being run over 18 months in two day blocks. This training is quite time intensive but will be extremely useful in her role as Family Services Coordinator particularly in working with vulnerable families within
the community including Family SA parents. MarteMeo involves filming parents with their children to show parents the areas that they are doing well with the aim of making MORE of those moments. This has shown to increase parenting capacity and strengthen the connection between parent and child.

Fiona (Community Development Coordinator) has had an extremely busy year within her role and has many different projects including:

- Barbara Cernovskis (Community Development and Services Manager City of Mount Gambier) Karen Hancock-Saunders (TafeSA) Suzie Cottle (Early Childhood Leader) and Fiona Pulford (Community Development Coordinator) being accepted to present at a national AEDC (Australian Early Development Census, formally AEDI) conference in February 2015. It was fantastic for our centre and our community to demonstrate the whole of community approach Mount Gambier has adopted to support children and families on a national stage.
- Corresponding with Jane Hanckel to come to Mount Gambier to run a Nature Play workshop which was well attended by a variety of different Playgroup Coordinators and Child Care settings. More than 20 people attended on the day and the feedback received from those attending was really positive. Centres and Playgroup left the day with some great ideas that they will be able to introduce into their workspaces.
- Fiona worked with the other service providers on the development of a collaborative plan for service delivery of parenting support and the evolving story of the Melaleuca Hub.
- Fiona coordinated “Family Services Collaboration” meetings, which bring together staff members from a variety of agencies who provide a range of services to children and their families in our community. The aim of the group is to be able to develop a community calendar that will be able to list all of the programs and services that are available to support them in their parenting roles. The demand to provide programs and services has increased considerably over that last few years and we are hoping that this group will be able to share the work load between the different agencies more effectively. This group recently began work on developing their Terms of Reference which is ready for endorsement and Fiona will continue to grow this group in 2016
- Mobile play trailer developed with the AEDC Action Group. Fiona has been working for quite some time with the AEDC Action Group on getting the Mobile Play Trailer project operating and the Play on Wheels trailer had its launch on 15 November as a part of the opening of the Railway Lands. The launch was a huge success which high numbers of parents playing with their children. Parents and their children came up with some really spectacular buildings such as patio complete with decking and tepees. Fiona will be continuing to work on the other major component of this project in 2016 which is to develop a volunteer package, recruiting organising and training of volunteers as play mentors. This goes to support the core work of the trailer i.e. providing support for parents to play with their children and enhance their young children’s development.