



Tinyeri
Children's Centre
for Early Childhood
Development and Parenting

Annual Report

2014



1. Context

Preschool Name:	Tinyeri Children's Centre	Preschool Number:	6551
Preschool Director:	Miriam Bjelovarac	Partnership:	Murraylands
Governing Council Chairperson:	Caitlin Taylor		

Children's Centres for Early Childhood Development and Parenting (Children's Centres) are a collaborative early childhood initiative which bring together care, education, health, community development activities and family services for families and their young children from birth to eight years of age. The Tinyeri Children's Centre has been in operation since December 2010.

Children's Centres for Early Childhood Development and Parenting aim to support children and families to achieve the best possible learning, health and wellbeing outcomes in a universal setting with targeted responses for families who may require additional support. The following four priority themes are from the Children's Centres Outcomes Framework:

- a. Strong and supported children and families
- b. Equity & social inclusion
- c. Strong communities
- d. Aboriginal children are safe, healthy, culturally strong and confident.

Enabling factors that support the enacting of this framework include the Community Development Coordinator, Family Services Coordinator, Occupational Therapist and an active Tinyeri Partnership Group. Collaborative and collective practice as an interdisciplinary team is the driver. It is within this context that Tinyeri Children's Centre provides its services.

2. Report from Governing Council

2014 was my first year to experience involvement with a Governing Council. The moments that are memorable for me as a parent, but more importantly for all children and families include the following:

- The 'bush kindy' program which involved all the children connecting with nature was exceptional. From a personal perspective it helped with my child's confidence and made him feel included even though he normally withdraws. Comments from other families support this as a positive experience with many families visiting the locations during weekends and holidays making for a great family outing (and healthy too!)

- The community programs on offer helps so many people. For some parents the groups provide the only parenting break they get and feedback highlights that “it helps keep sane”-a most obvious benefit
- Market Day is an amazing provision which truly gets families out of tough spots. To be able to access fresh produce and bread is appreciated by many. The \$1 contribution to cover freight means that is affordable (even though it is self-monitored and no staff member is hovering expecting payment)
- The use of social media from all staff ie educators and community development coordinator is reflective of the relevancy to communities and the concerted effort staff have in communicating through multi media. It keeps families informed of current events and happening, connects children's learning to working parents and/or extended family members who live away from the region.
- Family night was phenomenal and supported by lots of community members including the Ngarrindjeri Regional Authority and Centacare. The location at Sturt Reserve was conducive to the amount of people who attended, shared a meal and bid farewell to Aunty Addy. It was a fitting tribute to someone who is so valued in the community with approximately 200 in attendance
- Our final highlight was the NQS assessment (the report was received on the 9th December) and reflective of the dedication of the staff with the centre receiving a rating of EXCEEDING.

Congratulations

Caitlin Taylor, Tinyeri Children's Centre Governing Council Chairperson, 2014

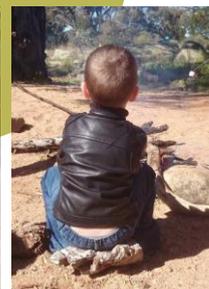
3. 2014 Snapshot

Learning

Nature learning has become deeply embedded in educator practice guided by evidence based research and a commitment to their own learning. Our program involves small groups of children (approximately 15-20) 'going out bush' every Tuesday and Wednesday of the term. It included Monarto Zoo in term 1, Reedy Creek in term 2, Monarto Sporting Complex in term 3 and our intended visit back to the Zoo in term 3 was cancelled due to hot weather and the possible risks of snakes. It has a strong connection to culture. When asked “What changes have you noticed about your child's learning since being involved in the Aboriginal Family Literacy Strategy program?” feedback included:

- Bush kindy has been good-interacting with outdoors and that's how we were raised
- Because of the initial interview I was able to express what focus areas he needed. I was able to talk to staff about any concerns, mainly his speech and how to interact with other children. I like the way that we call each other Aunty and that's how I do it where I come from and that teaches respect. I love bush kindy because where I come from we go out bush to go hunting, so children here are connected to their land and their culture.

The use of social media to keep families informed was well received and it also had the spin off effect of families visiting the same locations on the weekends and holidays



Community Capacity Building

The roles of community development, family services and occupational therapy are critical to supporting and strengthening families. Our termly program on offer is generally full for the whole week. Alongside the director and educators, there is a strong commitment to functioning as an interdisciplinary team recognising and celebrating each other's strengths and passions and working as a harmonious whole. Of particular note, there has been an increase in the numbers of the cultural and linguistically diverse members of the community of Murray Bridge. There are times when we feel the limitations of our building as there are often competing demands on rooms and inadequate spaces for meeting. Our continued work alongside the local CaFHS program is pivotal to connecting with families early and we see the benefits of working so collaboratively. Discussions have extended to how we provide support from an antenatal perspective.

I would like to extend a personal thanks to Shaun Bott who backfilled behind Skye whilst she was on maternity leave.

4. Quality Improvement Plan

Please refer to assessment report in which the seven quality areas were assessed.

Implications for 2015

There is no room for complacency in terms of this report as we recognize that changing families and staff bring with it new perspectives and a reinvigoration in connecting with our improvement cycle. 2015 will see a commitment to developing our facilities with a particular emphasis on outdoor learning and community spaces as well as continued focus on systems and processes ensuring parent voice is heard in relation to our Quality Improvement Plan and Centre Philosophy

Building Teacher Capacity

Educators at Tinyeri understand the importance of developing pedagogical practice. There is an understanding that the Early Years Framework underpins the work of teaching and learning, however it is Reflect, Respect, Relate that strengthens the craft of an educator so is a valuable tool in assessing both educator and learner responses to the learning environment. During 2014 professional learning and understanding was focused on using the Active Learning Environment scale to critically analyse previous recommendations from the 2013 NQS assessment, in particular, group times. Educators used the scales to determine the suitability of group times and seek feedback around the raised concern "routines were used to manage children rather than maximize learning." Funding was used as curriculum support in releasing staff for video sessions. Additionally, this funding was also utilised in providing backfill support to release staff for report writing at the end of the year as this was our first year where we had so many children go to school in response to the 'same first day' process. Educator capacity was built around understanding the new statement of learning, designing a system that was reflective of what children know and can do and developing a strength based system that is used to inform families as well as the school system.

5. Intervention and Support Programs

	Program	Number of children	Outcome and effectiveness
1	Aboriginal Family Literacy Strategy	33 (3 year olds)	
2	Inclusive Preschool Program	5	
3	Preschool Support Program	28	
4	Bilingual Program	8	

2014 marks the 10th year of our participation in the following

- Inclusive Preschool Program-a program supporting children with multiple and complex disabilities. High intensive support is provided with 2 educators for a maximum of 6 children. Please refer to Appendix for termly reports
- DECD Aboriginal 3 year old literacy strategy. This year our focus has changed to embrace the role families have in engaging with culturally appropriate literacy strategies, therefore the program has changed its purpose and intent and is known as the Aboriginal Family Literacy Strategy. Please refer to the Appendix for a full report.

6. Child Data

Please note: Enrolment for Term 3 and Term 4 for 2013 for preschools will not be reported in SPeRS. Data for these terms will not be comparable with previous years due to the transition to the Same First Day enrolment policy for preschools creating a break in series

6.1 Enrolments

Figure 1: Enrolments by Term

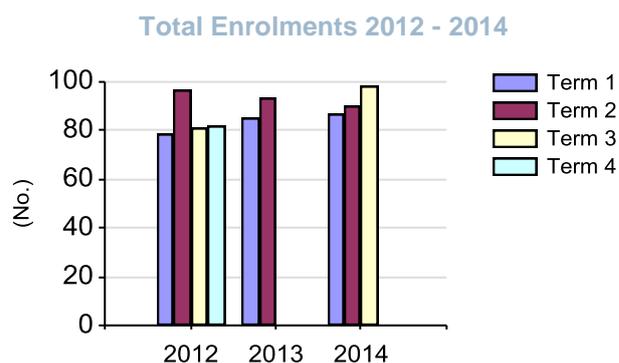


Table 1: Enrolments by Term

Enrolment by Term				
Year	Term 1	Term 2	Term 3	Term 4
2012	79	97	81	82
2013	85	93		
2014	87	90	98	

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

Excludes pre-entry.

Source: Preschool Data Collection, Data Management and Information Systems

6.2 Attendance

Figure 2: Attendance by Term

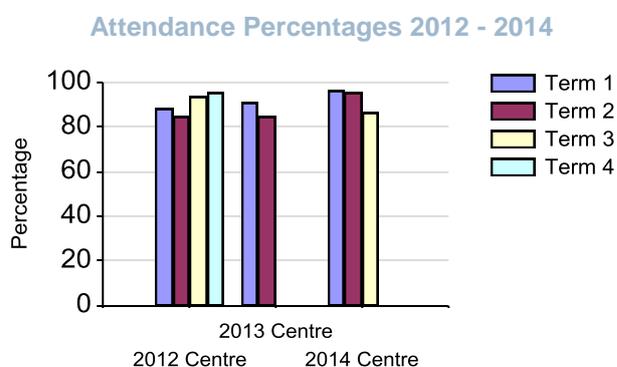


Table 2: Attendance Percentages 2011 - 2013

Attendance Percentage				
Year	Term 1	Term 2	Term 3	Term 4
2012 Centre	88.6	84.5	93.8	95.1
2013 Centre	90.6	84.9		
2014 Centre	96.6	95.6	86.7	
2012 State	87.4	85.9	84.5	85.5
2013 State	88.7	88.0		
2014 State	89.9	88.8	85.9	

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

The data indicates there has been a significant improvement in attendance, however there was a decline in the second half of the year. It is pleasing to note that our attendance is above state averages; however this area continues to be an area for improvement. The provision of a bus service is critical to connection with the centre. No doubt the lack of this service would have a significant impact on these figures.

6.3 Feeder School Percentage Data

Table 3: Feeder School Percentage Data 2011 - 2013

Feeder Schools				
Site number - Name	Type	2012	2013	2014
0116 - Murray Bridge Special School	Govt.			1.1
0152 - Glen Osmond Primary School	Govt.			1.1
0194 - Jervois Primary School	Govt.			1.1
0299 - Murray Bridge North School	Govt.	27.7	22.0	24.7
0302 - Mypolonga Primary School	Govt.	2.1	6.0	4.5
0750 - Meningie Area School	Govt.			1.1
0950 - Murray Bridge South Primary School	Govt.	68.1	56.0	49.4
1382 - Fraser Park Primary School	Govt.	2.1		
8203 - Murraylands Chrstian College	Non-Govt.			2.3
8393 - Unity College Inc	Non-Govt.		2.0	5.6
9049 - St Joseph's School - Murray Bridge	Non-Govt.		14.0	9.0
Total		100.0	100.0	99.9

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

Enrolments to feeder schools appear to be steady in comparison to the previous year, although there has been a decline of enrolment to Murray Bridge South Primary School over the past 3 years even though we are on the same campus. Enrolments to the private sector seem to have been maintained, comprising a total of 16.9% for 2014

7. Client Opinion

Unavailable this year.

8. Accountability

The safety of children and young people is DECDs paramount obligation and is reflected in the systems and processes within Tinyeri Children's Centre. From 1 January 2014 the DCSI Child-related employment screening and registration with the Teacher's Registration Board (TRB) are the only approved screening systems for all new roles in DECD. The DECD Screening and Suitability-Child Safety Policy became operational in October 2014.

In line with this, Tinyeri Children's Centre established a system response to monitor a person's suitability to be engaged with our site and meets its obligations to children and young people's safety. This included the use of a spreadsheet to document both screening issue and screening expiry, a comprehensive induction process for

staff and volunteers according to DECD requirements, central location for storage of confidential information, a risk assessment process and a site agreement for third party providers. The leadership team within Tinyeri share common process to ensure that the safety of children is paramount to their work.

9. Financial Statement

	Funding Source	Amount
1	Grants: State	
	DECD grants (includes professional development, early assistance, early literacy learning; community development and family services goods & services; admin leadership; centre operation grant; early intervention; occasional care; local management; utilities and maintenance) as per Resource Entitlement Statement	\$151,349.07
	APTPP (Aboriginal Pathways into Teaching Pilot Program)	\$15,000.00
	Inclusive Preschool Program as per Resource Entitlement Statement	\$83,903.00
	Universal Access as per Resource Entitlement Statement	\$94,135.96
	Attendance Improvement	\$24,530.00
2	Grants: Commonwealth	
	Closing the Gap (Aboriginal Wellbeing Worker CAMHS)	\$7,150.00
3	Parent Contributions	
		\$7,257.50
4	Other	
	Communities for Children	\$15,400.00
	TOTAL	\$398,725.53

Please refer to Appendix for profit and loss statement, balance sheet and report of audit conducted

Appendix

- ⇒ NQS Assessment Report
- ⇒ IPP termly reports
- ⇒ Aboriginal Family Literacy Strategy Report
- ⇒ Site financial statement