



Ocean View College Children's Centre 2017 Annual Report to the Community



Ocean View College Children's Centre Preschool Number: 5658

Partnership: Le Fevre Peninsula

Name of Preschool Director:

Sharon Jameson

Name of Governing Council Chair:

Julie Height

Date of Endorsement:

21 March 2018

Context and Highlights

2016 and 2017 saw 3 changes of director following the retirement of the sites long term director. These changes together with other staff changes at the centre significantly impacted on the operation of the service. The centre was without a Family Services Coordinator for most of term 3 2017 due to the incumbent going on maternity leave and the Community Development Coordinator position remaining unfilled for term 4, 2017. The resignation of the speech pathologist and the occupational therapist, who took study leave at the end of term 4 further impacted on the centre operations, especially in relation to the broader children's centre programs and operation.

On a positive note the appointment of a director for a 5 year term at the end of term 1, 2017 provided stability of leadership for the remainder of 2017.

The ongoing financial viability of the centre particularly the Long Day Care program was a focus for much of 2017. The centre moved from a financial year budget in 2017 to a calendar year budget to align with the preschool and school budgets and provide more accurate and comparative expenditure across the campus.

The child care budget was reviewed to ensure that the child care budget achieved a break even fee. Changes to centre operations particularly in relation to bad debts, food costs and salaries were instituted and weekly utilisation figures ensured the budget was kept on track. The Assistant Directors position and the Child Care Administration were reduced to 0.8FTE, which significantly reduced the centres running costs. Strategies were implemented to accurately track preschool operational expenditure, which resulted in a significant reduction in preschool operational costs from term 2, 2017. Preschool contributions were collected for the first time in 2018 and families using lunch care to access a full day of preschool were charged a lunch care fee, which further assisted the preschool programs long-term financial viability.

Report from the Governing Council

The Governing Council operates under 3 different constitutions one for the school, one for the child care program and one for the preschool. In practice the Governing Council operates as one entity. In 2017 there were 3 parents on Governing Council who represented the children's centre.

The major focus of decision making of the Governing Council in 2017 in relation to the children's centre was around fee setting, budget approval, monitoring of finances and review and approval of revised policies and procedures.

The Governing Council approved the appointment of debt collectors to recover outstanding child care fees in order to reduce bad debts. The Governing Council also endorsed a new fees policy to ensure families have explicit information around the collection and payment of fees.

Other policies reviewed and amended in 2017 included:

- o Sunsmart
- o Preschool Priority of Access
- o Acceptance and Refusal of Authorisations
- o Arrival and Departure of Children
- o Accident and Injury
- o Illness and Exclusion

Members of Governing Council were on panels to recruit and select a new Director for the children's centre and Clerical Officer for the child care program.

Quality Improvement Planning

The incoming director identified 3 main priorities for 2017.

1. Improve Communication

With key stakeholders including families, the school community and families.

- Families all receive a hardcopy of the children's centre section of the college's newsletter in addition to it being available on the colleges website.
- A Facebook page was established for families and the broader community this will continue to be a focus in 2018.
- Termly curriculum overview of the curriculum was provided to every family with children attending the Wallaby Room.
- Regular ongoing meetings with the reception teachers and junior school leadership team established to share information and develop strategies to support children's learning and development across both services.

2. Financial Viability

For more information about changes instituted to ensure the long term financial viability of the service please refer to context and highlights section of this report.

3. Identify centre priorities and assess centre's progress against the NQS

Term 2 staff meeting identified centres current strengths and areas for further development using the NQS. Further work on identifying improvement priorities was undertaken with Stephanie Habner from NQF Consulting. In addition to providing more information about the assessment and rating process and undertaking a mock assessment Stephanie identified:

- o Centre Strengths
- o Blind Spots/areas for improvement

Quality Area 1: Educational Program and Practice

- Work with both rooms on establishing a planning cycle focusing on:
 - Regular observations/documentation of individual children's learning
 - Planning for individual children
 - Capturing children's interests
 - Programming based on individual children/groups
 - Strategies to support critical reflection (including work on whole of partnership closure day) and establishment of protocols
- Visits to other centres by educators in both rooms to observe programming methodology and teaching pedagogy
- Professional Development provided for Wombat Room educators on unpacking the Early Years Learning Framework
- Lead Educators introduced in each room to lead child care programming and practice.
- Preschool Statements of Learning were reviewed to provide more specific targeted information to families and feeder schools on children's learning and development against the literacy and numeracy indicators.
- Routines were reviewed and a progressive afternoon tea was established in the Wallaby Room to provide children opportunities for children to develop deep sustained play.

Quality Area 2: Children's Health and Safety

- The Sunsmart Policy was reviewed and updated
- 2 staff meetings focused on educators responsibilities as mandated notifiers and a flow chart was developed and distributed educators to support them to understanding the reporting process
- Risk assessments completed to excursions and other 'risky activities'
- Introduction of Child Protection Curriculum in the Wallaby Room
- Procedures were developed and implemented to ensure regular cleaning of toys and equipment



Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2015	46	47	44	43
2016	32	42	47	49
2017	44	42	40	

NOTE: The data is 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

Enrolments remained fairly consistent throughout the year, however due to the transient nature of the community a number of children left the centre during the year with other returning after a sustained break or upon moving into the area.

The preschool program is adversely affected by the same first day policy as a large number of families do not enrol their children prior to the September placement process, which makes planning difficult and necessitates reorganising of staffing and session times throughout the year, depending on how close the centre is to its enrolment capacity. Extensive advertising on the centres social media site and in the local community has not been successful in getting families to enrol their children prior to the start of the school year.

Attendance

Year	Term 1	Term 2	Term 3	Term 4
2015 Centre	81.8%	84.5%	93.3%	96.2%
2016 Centre	86.6%	79.1%	67.5%	64.6%
2017 Centre	74.2%	80.0%	85.7%	
2015 State	92.4%	90.2%	87.8%	88.5%
2016 State	91.1%	89.6%	87.9%	87.9%
2017 State	90.6%	88.8%	86.7%	

Based on attendances recorded in the two week reference period each term. Data for eligible enrolments as described in the DECD Enrolment policy.

Attendance rates may differ to previous reporting with the transfer from calculations based on deemed attendance to actual attendance using booked hours divided by attended hours.

Attendance Comment

Attendances were significantly improved in comparison to the previous year with an average attendance of 79.96% compared to an average attendance of 74.45% in the previous year. However this is still down on 2015 attendances which averaged 88.95% and is significantly below the 2017 state average of 88.7%.

A couple of children had chronic ongoing health issues which adversely impacted and skewed attendance data.

A process was developed to ensure educators regularly contact families who don't attend regularly and encourage them to bring their children to preschool.

The allocation of an Aboriginal Family Literacy Teacher to support the engagement of families will also target increased attendance at preschool.

Destination Schools

Feeder Schools (Site number - Name)	2015	2016	2017
0219 - Largs Bay School	0.0%	3.2%	3.5%
0497 - Woodville Primary School	0.0%	0.0%	3.5%
0908 - Ocean View P-12 College	97.9%	96.8%	82.8%
1375 - North Haven School	0.0%	0.0%	10.3%
8222 - Dominican School	2.1%	0.0%	0.0%
Total	100%	100%	100%

NOTE: The data is based on person counts in the two week reference period each term. Excludes pre-entry.

Source: Preschool Data Collection, Data Management and Information Systems.

Destination Schools Comment

Ocean View College continues to be the centres main feeder school, with a small number of children attending other schools. These children were mainly families accessing combination of child care and preschool and live outside of the traditional catchment area for Ocean View.

2 children transitioned to other schooling options. One went to Adelaide West Special School and the other to the special class at Le Fevre Primary School.

Client Opinion Summary

Surveys were provided to all preschool families and 21.4% of families responded to the survey.

100% of families who responded either agreed or strongly agreed positively about the quality of teaching program. The most positive response was educators knowledge about individual children and their learning needs. The lowest response was that the preschool has expectations that children will learn. The establishment of Individual Learning Plan for all children, to be developed from 2018, should provide more explicit information to families about children's learning goals.

Generally families strongly agreed or agreed that the centre provided support for children's learning. One family did not indicate a response in relation children know how they are expected to behave at preschool. Guiding children's behaviour and self-regulation are a major focus and priority for 2018.

100% of families positively commented on relationships with families and communication.

The majority of families agreed or strongly agreed regards to leadership and decision making. However 3 areas for further development were identified by a small minority of respondents either through a neutral response or by disagreeing this was in relation to seeking parent opinions about the education program, been provided opportunities to be involved in their child's education and opportunities to be involved in the preschools plan through governing council. Strategies have been identified through the QIP to provide more opportunities for families to be involved in their child's learning including parent information sessions for preschool families which were instituted in 2017.

A challenge for Governing Council will be how to provide more opportunities to involve preschool families in decision making

DECD Relevant History Screening

All preschool educators had current relevant history assessments through Department of Communities and Social Inclusion (DCSI). During the year a couple of casual staff had DCSI clearances which expired prior to receiving a new clearance and in line with centre policy students were not placed on the roster until a clearance was received. At no time were educators working in the centre without a relevant history assessment.

Financial Statement

	Funding Source	Amount
1	Grants: State	\$510,929.77
2	Grants: Commonwealth	\$0
3	Parent Contributions	\$4,800
4	Other	\$579.64

2017 Preschool Annual Report: Improved Outcomes Funding

Improved Outcomes Category (where applicable to the site)	Briefly describe how the 2017 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	<p>In collaboration with the speech pathologist a speech and language screening program was developed so that all children's speech and language skills were assessed and appropriate strategies put in place to support learning. Story a Day Program implemented in Term 4.</p> <p>Statement of learning reviewed and updated to include specific information about children's progress against literacy and numeracy indicators.</p>	<p>More targeted learning goals identified for literacy and numeracy based on speech and language assessment and monitoring and assessment against literacy and numeracy outcomes.</p>
Improved ECD and Parenting Outcomes (Children's Centres only)	<p>Moved away from the provision of generic programs such as 'Beach Babies' to provide more targeted referral only programs to tier 2 and tier 3 families in line with recommendations from Nyland Report including speech and OT groups.</p>	<p>Identified children referred to support services, families supported to access alternate schooling options. Met with feeder schools supported individual students transitions.</p>
Improved outcomes for children with disabilities	<p>Individual support plans and NEPS were developed for all children who received preschool and inclusion support in 2017.</p> <p>Worked collaboratively with families, OT, Speech and other support services to identify and establish learning goals.</p>	
Improved outcomes for children with additional language or dialect	<p>Not applicable.</p>	

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