



Darlington Children's Centre 2017 Annual Report to the Community



Darlington Children's Centre Preschool Number: 3624

Partnership: Marion Coast

Name of Preschool Director:

David Coulter

Name of Governing Council Chair:

Hayley Richards

Date of Endorsement:

20/03/18

Context and Highlights

The Centre has continued with the journey and transition from a stand alone preschool to a Children's Centre. The preschool enrolments have been maintained in the 55-60 band and the occasional care enrolments have maintained near capacity through the year. The focus of the education and care programs have been on developing a relational play based pedagogy that fosters all children's development and growth. Numeracy and literacy development has been a priority. Darlington Children's Centre, during 2017 has experienced a gradual shift in demographics. Prior to 2017 Arabic language represented the second largest group of preschool families. There has been an increase in the diversity of family backgrounds with 16 languages enrolled.

The focus of the education and care programs has been on implementing a relational play based pedagogy that fosters all children's development and growth. Numeracy and literacy development has been a priority. In 2016 there was a focus of reviewing and planning improvements of the preschool indoor learning environment. Through 2017 this work was consolidated. It was identified that the priority for 2018 will be on the outdoor learning environment.

The Centre offers a range of education, care, community, family and allied health focused programs. These include programs such as general and targeted supported playgroups. General playgroups are planned to support all parents and children; targeted playgroups prioritise the ATSI community, baby and early walkers, a connections groups supporting parents transitioning from groups such as ACORN. Parenting programs are delivered by Centre staff who also support and participate in partner agencies with their programs. Parent and family support is also provided as required. Referrals by a range of agency and service providers are directed to the Centre.

In 2017 the parenting program, Circle of Security has been delivered by Centre staff in two local preschools consistent to a Hub and Spoke model of service delivery. This is also consistent with the implementation of the Child Family Assessment Referral Networks being trialed in Southern Adelaide and involving the Centre.

During 2017 all programs have continued to be refined and consolidated.

Report from the Governing Council

During 2017 the Governing Council met on a regular basis and has been a positive and productive year at Darlington Children's Centre. The Governing Council formed in early 2017 and built a positive group of parents representing the preschool and community and family programs.

Through the year the parents were consulted on Centre program design and development providing valuable advice representing the parent body.

Examples of this includes the continuing development of the outdoor learning environment with a focus on the community centre that was undeveloped at the end of the building. This planning has led to the development of the next priority for 2018 where the Centre will engage a designer/landscaper to assist the Centre to evaluate the current outdoor learning area and to document any future development.

Governing Council members also lead and participated in

- a number of working bee's to maintain the current play spaces and to add features such as the community space sandpit.
- Family and community events such as the regular stay and play
- Saturday playgroups
- The policy and purpose discussions to support the Centres social media approach
- Reflecting on the way ATSI language and culture is made visible within the Centre

Quality Improvement Planning

In 2017 educators used the DECD 'Indicators for Numeracy and Literacy' and the Early Years Learning Framework to improve delivery and ongoing assessment of each child's numeracy and literacy growth.

The educator team participated in a collaborative inquiry, in partnership with preschool sites in the Marian Coast Partnership supported by a consultant from Flinders University to extend numeracy learning. Throughout the year educators focused on consistently using language to encourage children to notice, be curious and think; intentionally planning learning experiences where children use a range of materials to encourage collections, sorting, categorising & quantifying; using authentic materials that are meaningful to children to support playful learning. Educators allocated time to share perspectives/documentation of children's numeracy learning in a range of ways through documenting evidence of children's thinking and noticing.

In line with the Marian Coast Partnership Priority of continuity of learning and transition Centre staff met with Darlington Primary School staff to plan for deeper alignment of pedagogical practices and shared priorities. Educators from both sites attended Kidsmatters and MindMatters professional development programs with the intent of implementing a 'campus approach in 2018.

Family Services Coordinator led programs including Circle of Security Parenting Program (COSP) has helped to develop relationship capacities in parents that are needed for a secure relationship with their children. This group continues to have fantastic evaluation results with parents feeling more able to meet their children's needs. There is a high rate of referrals through group participants sharing their positive experiences with friends and family.

Programs developed by or supported by the FSC include the 'Connections' Playgroup model of learning about the Circle; Pregnancy2Parenting designed to engage young pregnant women in their early 20's and under as an early intervention and prevention approach to supporting families needing additional supports or at-risk of entering the child protection system; Children & Family Individual & Consultative Support & Coordination connecting families to agencies/services/activities within the Centre and in the broader community providing family support around parenting and basic needs (housing, food security, relationship safety).

The Community Development Coordinator (CDC) has led a number of programs including a Multicultural Women's Group with a goal of establishing trusting and respectful relationships between CALD families, service providers and community with participants as active partners in the design of the program; Yarnin Time program goal is that Aboriginal children start school having regularly participated in quality learning programs. An additional goal is for increased consultation with Aboriginal family services, including, Kaurna Living Cultural Centre, Neporendi, Baptist Care, CAFHS, DCP, Darlington Primary school and CFARN cultural support staff.

Community Playgroup (supported) with goals of a universal program but a focus to engage and support vulnerable families through offering high quality play and learning experiences using Learning Together model.

The Speech Pathologist lead a Baby and Early Walkers Playgroup (SP +OT)

A place for families with babies and toddlers to connect with each other and establish early links with the CC as a source of a range of other family services/information.

In 2017 the Centre was appointed a a new occupational therapist who has contributed to the range of programs through evaluation, planning and delivery alongside the team. Particular focus has been around developemntal milestone matters such as toileting, sleep and feeding.

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2015	52	56	48	54
2016	49	48	47	55
2017	62	66	57	

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 of preschool children has shown growth from 2015/16 enrolments that were consistent. Overall the three years demonstrate growth over 2013/14 enrolments. Projected enrolments for 2018 indicate levels a little lower than 2017.

Changes in local demographics may be having an impact. These include the opening of the Islamic school at OHalloran Hill and a change in immigration priorities.

Preschool enrolments were represented by 16 language groups that enriched the program.

Local residential development is seeing multiple dwellings on blocks. It appears too early to assess the impact.

Community and family programs continue to expand in enrolments though they draw on a larger catchment than the preschool program.

Attendance

Year	Term 1	Term 2	Term 3	Term 4
2015 Centre	87.7%	88.0%	86.0%	82.5%
2016 Centre	79.9%	88.0%	79.4%	66.2%
2017 Centre	79.0%	82.9%	71.1%	
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

Attendance in the preschool program has consistently been below the State average. This has been affected by a number of factors. Over the last 6-7 years a number of overseas students enrolling at Flinders University has enrolled at the Centre. The academic timetable and returning to their home countries has some influence. An additional impact on attendance versus enrolment data is affected by population groups that have been identified as at risk of not engaging in formal programs. This is also impacted through a degree of transience and family obligations.

Family and community programs are designed to support priority groups to enroll and attend programs at the Centre

Destination Schools

Feeder Schools (Site number - Name)	2015	2016	2017
0637 - Brighton Primary School	0.0%	3.5%	0.0%
0666 - Darlington Primary School	75.8%	65.5%	66.7%
0907 - Plympton International College	0.0%	3.5%	0.0%
0932 - Clovelly Park Primary School	0.0%	3.5%	3.3%
0933 - Warradale Primary School	0.0%	3.5%	0.0%
0993 - Marion Primary School	0.0%	0.0%	3.3%
1017 - Glenelg Primary School	3.0%	3.5%	0.0%
8014 - Woodcroft College Inc	0.0%	0.0%	3.3%
8091 - Westminster School	0.0%	0.0%	3.3%
8220 - St Mary's Memorial School	0.0%	3.5%	0.0%
8387 - Sunrise Chrstn Schl:Mrn Campus	3.0%	3.5%	0.0%
8390 - Prescott College Southern	0.0%	0.0%	3.3%
9007 - St Peter's Woodlands Grammar School	3.0%	0.0%	0.0%
9009 - St Teresa's School - Brighton	3.0%	0.0%	0.0%
9063 - St John the Baptist Catholic School	3.0%	0.0%	0.0%
9074 - Stella Maris Parish School	9.1%	10.3%	13.3%
9402 - Sunrise Christian School	0.0%	0.0%	3.3%
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

Darlington Primary School continues to be the main feeder school for the majority of families. Stella Maris Parish School being the school with the next highest intake from the preschool. Six other schools represent the balance of destination schools. The Centre and Darlington PS staff teams have undertaken work reflecting on continuity of learning and pedagogical approach.

Client Opinion Summary

The parent opinion survey was made available to all families with links to the online portal and through paper copies. Responses to the areas of Quality of teaching and learning, support of learning, relationships and communication and leadership and decision making received strong positive support from the parent responses. Parent comments were positive and supportive of the range of services that the staff lead and provide.

DECD Relevant History Screening

Darlington Children's Centre has complied with criminal screening responsibilities throughout 2017 by:

- Ensuring all employees, volunteers, students and other people involved at Centre are aware of and undertake Relevant History Screenings in accordance with DECD policy.
- Recording and monitoring clearances and expiry dates on a spreadsheet electronically.
- A paper copy is located in our personnel records folder.
- Reviewing and updating the lists on a regular basis.

Financial Statement

	Funding Source	Amount
1	Grants: State	26992
2	Grants: Commonwealth	800
3	Parent Contributions	17,435
4	Other	

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	The Centre preschool education and care programs focussed on improved pedagogical approaches to support all children's growth and development in numeracy and literacy as described in the EYLF developmental outcomes and the DECD Numeracy and Literacy indicators. Funds were used to provide a range of professional development and reflective practice activities.	Parent feed back and child progress data showed children made progress in numeracy and literacy against the Development Learning Outcomes and Numeracy and Literacy indicators.
Improved ECD and Parenting Outcomes (Children's Centres only)	Staff delivering family, community and allied health services and programs had a numeracy and literacy focus in their program design and delivery. This included family and targeted playgroups, parenting programs and individual family support.	
Improved outcomes for children with disabilities	Children identified as requiring additional support were referred to DECD support services. Interventions and/or additional support was planned and delivered for these children so that they were able to participate in the range of Centre programs. Family, community and allied health team provided a range of individual and small group programs to support children and families understand and development. The team supported families through referral and assessment processes.	Children demonstrated growth and development in line with their learning plans and were supported through transition processes.
Improved outcomes for children with additional language or dialect	The Centre provided a range of interventions to support children and families from a diverse range of language and cultural backgrounds. Additional preschool early childhood workers were employed to support children and families from a range of culture and language backgrounds to engage with the learning, care and family programs and including transition to schools while celebrating their individual cultures.	Children have demonstrated strong engagement with programs and strong growth and development in English language.

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