



# Parks Children's Centre 2016 Annual Report to the Community



Government  
of South Australia  
Department for Education  
and Child Development

Parks Children's Centre Preschool Number: 5380

Partnership: Inner West

**Name of Preschool Director:**

Dianne Krieg

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**Name of Governing Council Chair:**

Komal Jaitly

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**Date of Endorsement:**

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## Context and Highlights

The Parks Children's Centre is a multicultural community located 12 kms from Adelaide CBD. Within the Parks Children's Centre we offered the following programs during 2016:

- Preschool (part time preschool program)
- Inclusive Preschool Program (IPP)
- Occasional Care
- Playgroups, both Universal and Targeted
- Support for Families
- Parent Workshops- Toileting Information, Sleeping Information, Literacy Workshops, English Class for Women, Mosaics, Fairy Door Workshop, First Aid for Parents, Art Therapy, Yoga and Circle of Security.

Our staff comprises of a Director, 3 Teachers, 5 Early Childhood Workers, Family Services Coordinator, Community Development Coordinator, Administration, Occupational Therapist and a Speech Therapist.

Within our preschool program 62% of children had English as an additional language, 15% of children required a high level of support for their learning and 21% of children required support for their speech or language over the year.

Staff are very skilled with working with children who require extra support and we have created an environment conducive to learning for all.

Our occasional care also had a large number of children with English as an additional language who were supported with transition to this program through our transition grant. Over the year we offered 8 sessions of federally funded occasional care and 3 sessions of unfunded occasional care. All our occasional care sessions were full.

Our universal playgroups were very well attended. These playgroups are supported by the Occupational Therapist and the Speech Pathologist and have resulted in 10 children being referred to other agencies for further support with their learning and development. We also offered small supported playgroups for vulnerable families. The Family Services Coordinator introduced a new workshop called, "Art Therapy," to further support vulnerable families. This had a 90% attendance over the 5 sessions. We had 18 parents complete their first Aid for Parents Course.

Our community project called, "Paint the Parks and Gardens ReAd," continued to gain momentum over the year. In April we had the hatching of the egg to reveal our reading mascot, Parker.

Once again I would like to thank the fantastic staff here who make such a difference for children and families each day. Thank you also to the wonderful community we work with and the support you give us. Next year we will offer preschool full-time in response to community needs.

## Report from the Governing Council

As the chairperson of the Parks Governing council during 2016, I would like to extend a big welcome to the new families who started attending our wonderful establishment this year and I also welcome everyone else who remained attached to this Centre through any of the vast variety of facilities we offered. The council is also thankful to the staff and community for their continued support in making the Centre better each year. The diversity of our educators and staff, their qualifications and experiences, the diversity of our learners and their backgrounds, the diversity of our community and the opportunities they have. We are lucky to be immersed in and celebrate diversity.

2016 was again busy and productive year for The Parks Children Centre. We continued to grow and focus on individual learning needs. I take this opportunity to mention a few highlights which include: updating Playgroup yard, communication via FB page, free massages for parents and free food items from food bank. In whatever we do here community involvement and growth is the prime focus

I am pleased to inform that there was an overwhelming response from the community for both the Kindy and the occasional care and I am glad to say that in 2017 we will double our Kindy program and run two Kindy sessions in a week as well as extra Occasional care.

I would like to extend big thanks to the Centre Director Dianne Krieg for her dedication and also to staff and everyone else who are so committed and are putting their hearts and souls together to make this centre a beautiful place every day. I would also like to thank all the members of the governing council who volunteer their time, efforts and energy for governing council meetings every month.

Things get solved if you get involved. We rise by lifting others. It's happening right here.

It was pleasure to work with you all.

Komal Jaitly  
Chairperson

## Quality Improvement Planning

Our quality improvement plan gave us clear goals for improvement. We had 7 goals for 2016, in which good progress was made in each. I will detail progress made in several of these outcomes in this report.

### Quality Area 4:

Educators, coordinators and staff members work collaboratively and affirm, challenge, support and learn from each other to further develop their skills to improve practice and relationships.

During 2016, staff reflected on the notion that a positive learning environment requires educators to have both high will and high skill. This led staff to designing their learning needs to improve their skill level which included individual learning as well as whole site learning in Literacy, Numeracy Indicators and Creating Positive Learning Environments. In particular I would like to commend the staff in Occasional Care who undertook many hours of training in Babies and Toddlers, Documentation, Numeracy and the Early Years Learning framework. The Early Childhood Workers who participated in these courses showed a significant improvement in the way they understand, notice and extend children's learning and how to articulate this. As a group they were able to mentor and support each other in their learning journey.

Two teachers from the preschool participated in the Inner West Early Years Numeracy Inquiry, using the question of "How can non-verbal and EAL learners demonstrate numeracy learning?" This project sparked robust conversations and reflection about teaching practice. It also paved the way for new relationships with Early Years teachers in both preschool and school.

### Recommendations for 2017:

- Better reporting back to the group after individual training
- Whole staff training on mathematical skills
- Continue with On-line learning and reflection group with Occasional Care staff
- Continue to strengthen relationships with other sites including the local feeder Catholic School ( look at how we can include them in joint training)

### Quality Area 6:

Respectful and supportive relationships with families are developed and maintained. ( vulnerable families)

During 2016 we wanted to make sure vulnerable families could access services and receive the support they needed. We recognise that there are many factors that impact on parenting, such as anxiety, mental health and access to other services. . In response we created two new playgroups: one playgroup facilitated by the occupational therapist and one facilitated by the speech pathologist with our family services coordinator supporting both. These groups were kept very small ( maximum of 5 ) and were invite only. Attendance was 90% for the speech playgroup and 50% for the OT playgroup. Both playgroups reported an increase in parent's confidence and capacity to follow their child's lead as well as skill development in play and language of children. Some of these families were also supported to transition their child to occasional care. There were 10 children referred to other services for further support for learning and development and parents were supported to understand and begin to accept their child's learning needs.

To further support parents we ran Circle of Security and Art Therapy courses as well as one off workshops on Sleep, Toileting and First Aid for Children. In particular Art Therapy, had some outstanding outcomes, with a 90% attendance. The participants reported that they felt a better sense of being connected to the community, felt they had their difficulties with anxiety and depression heard and could better connect with their children - resulting in better outcomes for children and families.

### Recommendations for 2017:

- continue to support vulnerable families - "Toolkit workshop," targeted playgroups

## Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2014	28	30	30	29
2015	37	39	39	38
2016	39	41	42	

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

In the three year period our enrollments have been slowly increasing. This reflects not only the growth in the community but growth in the number of families accessing and staying connected to the Centre. We are seeing a strong pathway for families from: attending playgroups, to occasional care and on to preschool. In 2017 we are expanding our preschool program from part-time to full-time with 50+ enrollments. This will help cater for more preschool spaces as building development continues within the community.

## Attendance

Year	Term 1	Term 2	Term 3	Term 4
2014 Centre	96.4%	93.3%	93.3%	93.1%
2015 Centre	94.6%	94.9%	89.7%	92.1%
2016 Centre	87.2%	90.2%	83.3%	
2014 State	90.0%	88.9%	86.1%	87.1%
2015 State	90.5%	88.7%	86.3%	86.3%
2016 State	89.6%	88.7%	87.7%	

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 Comment

Children's attendance is closely monitored and families are aware of the importance of bringing their children to preschool. This year we had 2 families who had many unexplained absences and we worked closely with them with our Family Services Coordinator and a social worker through Novita. As many of our families have connections overseas we have the majority of absences for families to travel to their birth country and re-connect with family. This is vitally important for children's sense of well-being and culture.

## Destination Schools

Feeder Schools (Site number - Name)	2014	2015	2016
0135 - Flinders Park Primary School	0.0%	2.9%	0.0%
0207 - Kilkenny Primary School	0.0%	5.7%	0.0%
0305 - Nailsworth Primary School	0.0%	2.9%	0.0%
0570 - Prospect North Primary School	0.0%	2.9%	5.9%
0646 - Brompton Primary School	5.6%	0.0%	0.0%
0670 - Hendon Primary School	5.6%	0.0%	0.0%
0714 - Challa Gardens Primary School	0.0%	2.9%	0.0%
0996 - Kidman Park Primary School	5.6%	0.0%	0.0%
1273 - Pennington Junior Primary School	16.7%	0.0%	0.0%
1777 - The Pines School	0.0%	2.9%	0.0%
1904 - Woodville Gardens School B-7	16.7%	22.9%	11.8%
8202 - Trinity College Gawler River School	0.0%	2.9%	0.0%
8311 - St Aloysius College	0.0%	0.0%	2.9%
8362 - St Mary's College	0.0%	0.0%	2.9%
8500 - Islamic College of South Australia	0.0%	0.0%	2.9%
9010 - Immaculate Heart of Mary School	0.0%	2.9%	0.0%
9018 - St Margaret Mary's School	0.0%	11.4%	5.9%
9036 - St Brigid's School	0.0%	2.9%	0.0%
9042 - St Patrick's School	50.0%	31.4%	52.9%
9089 - Whitefriars School	0.0%	2.9%	11.8%
9116 - St Paul Lutheran School	0.0%	2.9%	0.0%
9402 - Sunrise Christian School	0.0%	0.0%	2.9%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

## Destination Schools Comment

A large number of children go to non DECD schools, and to a variety of destinations. In 2017 we aim to participate in shared learning with our largest non DECD feeder school, St Patrick's so children are supported in their transition and there is continuity of their learning  
 In 2016, 5 children were identified for a special option placement.

## Client Opinion Summary

## DECD Relevant History Screening

All staff, tertiary students, volunteers and third party providers are screened in line with DECD policies.

## Financial Statement

	Funding Source	Amount
1	Grants: State	
2	Grants: Commonwealth	
3	Parent Contributions	
4	Other	

## 2016 Preschool Annual Report: Improved Outcomes Funding

Improved Outcomes Category (where applicable to the site)	Briefly describe how the 2016 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	In 2016 funding was used to support staff to develop their understandings of numeracy and literacy with 4 whole staff workshops and individual learning via the Inner West inquiry project and on-line learning through Early Childhood Australia. A numeracy and literacy development plan was developed and embedded, with staff intentionally teaching skills and monitoring growth and development of every child. Staff reflected on their own understanding of mathematics and how to recognize children's understanding if they are non verbal or EAL. This will be on-going learning for 2017, with workshops planned on mathematical content.	Numeracy and literacy plans embedded. ECW staff developing understandings of numeracy learning.  Literacy workshops for parents. Literacy focused playgroup established.
Improved ECD and Parenting Outcomes (Children's Centres only)		
Improved outcomes for children with disabilities	During 2016 we had 6 children enrolled in the IPP program. NEPs were established and negotiated with parents and other relevant services. 5 children have been enrolled for a special option in 2017 and one child enrolled for second year of preschool (ATS). All children made gains against their NEP's. Our occupational therapist and Speech Pathologist supported education staff to deliver programs. 9 children received support for their speech or language.	All children made gains against their NEP's.  9/9 speech or language cases closed.
Improved outcomes for children with additional language or dialect	We identified 7 EAL children over 2016 who needed extra support to develop their English skills. These children were supported in small group learning, focusing on concepts, vocabulary development and sound pronunciation. Term 1 and 2 focused on body parts and pronouns and term 3 and 4 focused on positional concepts and verbs.	4/7 children made good progress with their English skills, 2/7 needed further support and 1 child enrolled in an Intensive English Language Program at Kilkenny Primary.

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