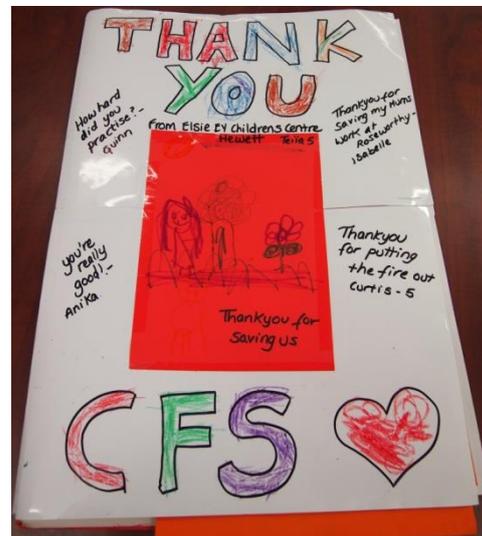




Elsie Ey
Children's Centre
for Early Childhood
Development and Parenting

Elsie Ey Children's Centre Annual Report 2015



Government of South Australia
Department for Education and
Child Development

1. CONTEXT

Preschool Name:	Elsie Ey Children's Centre	Preschool Number:	2622
Preschool Director:	Lawrina Osbourne	Partnership:	Greater Gawler

In 2015 Elsie Ey Children's Centre started the year with 107 eligible preschool enrolments with 10 children identified as Aboriginal or Torres Strait Islander (ATSI) background. The term 4 data collection evidenced there were 106 children at the site with 9 children who identified as ATSI background. Some of the private schools in our area had July intakes to school, this only had a minimal effect on the enrolments at Elsie Ey during the second half of the year.

There were 2 Inclusive Preschool Programs run at Elsie Ey during 2015, both programs were full with 6 children in each. These programs operated from 9am-3pm, 5 days per fortnight with Wednesday being an alternating day between the 2 groups of children. The children attended consecutive days to provide consistency and support families. Inclusive Preschool Programs operate to support children with special rights who require significant adaptation and modification to provide individualised curriculum delivery. Each program was staffed with 1 Teacher and 1 Early Childhood Worker devoted to the group of 6 children.

The preschool program operated 5 days a week, with 2 sessions per day; a morning session 8:45am-11:45am, and an afternoon session 12:30pm-3:30pm. A limited number of lunch care positions existed in the 45 minutes between the 2 sessions to provide families with the option of full day attendance. The lunch care service attracts an additional fee as it is not part of the preschool program and thus the site must subsidise the cost to staff this service. This structure enabled staff to have a 30 minute lunch break, which is the only break preschool staff receive in a day, and provides flexibility for families.

The children attended preschool in patterns of attendance. This ensured children attend with the same cohort of peers enabling them to develop meaningful and rewarding peer relationships. Each group had a teacher who worked with that group ensuring individualised learning, planning and reporting occurred for each child within the site.

In 2015 over 20% of the children enrolled at Elsie Ey received additional support to assist with developmental delays, speech and language difficulties and challenges with emotional regulation. The funding for this support included Preschool Support funding provided through DECD and site allocated funding raised through grants and preschool fees.

The staff team at Elsie Ey in 2015 comprised of

- 1 Director (full time),
- 6 Teachers (all working various part time hours),
- 8 Early Childhood Workers (2 full time, 6 various part time hours),
- 1 Community Development Coordinator (full time),
- 1 Occupational Therapist (.3 Full Time Equivalent (FTE)),
- 1 Speech Pathologist (.3 FTE)

Elsie Ey Children's Centre is co-located with the Hewett Primary School and over 60% of the children enrolled at Elsie Ey go on to school at Hewett Primary School. During term 4 the preschool children undertook school orientation as part of the preschool program.

Elsie Ey Children's Centre has a vibrant community of children, their families and staff who all work together to support the ongoing operations of the site. We are very grateful for our dedicated governing council members who volunteer large amounts of their time to ensure Elsie Ey Children's Centre continues to develop into all that it can be.

2. REPORT FROM GOVERNING COUNCIL

Vice Chairperson Report for 2015

I present to you the Chairperson Report for 2015 in my capacity as Vice Chairperson in the absence of our Chairperson Joanne Day who due to relocation is unable to be present here today.

Acknowledgements

I would like to thank all committee members from the 2015 Governing Council for their active support within the council for the 2015 year. Chairperson Joanne Day, Vice Chair Leanne Mills, Secretary Rachael Rigney, Treasurer Michael Loser, Staff representatives, Lawrina Osborne, Fran Noack and Sarah Robinson. Parent committee members Marnie Hillier, Kirstie Roberts, Louise Palk and Amanda James. I would also like to take this opportunity to formally acknowledge the support and role which Joanne Day has played within Governing Council for the last few years and thank her for her time and dedication to the work of Governing Council.

Thank you to all committee members for the hard work and time taken to help support the work of Governing Council to create a supportive environment which aids all children of the centre. 2015 posed a challenging year in gaining the active support from our parent community in efforts of the governing council and in light of this the results we had are very pleasing. The results we achieved for the 2015 year also come due to the dedicated support which centre staff have provided to ensure that councils plans for the 2015 year were achieved and I would to formally acknowledge the support which staff have provided Governing Council. I would also like to thank all the council members who actively backfilled absent roles throughout the year to ensure a seamless council process continued. It is acknowledged that all members of the council have taken time out of their own busy lives to support the role of council and subsequently benefit the children of the centre and I would also like to formally thank you all for your time and effort as it is gratefully appreciated.

Fundraising

Despite challenges faced with engaging the parent community of the centre for 2015 our fundraising efforts are one to be proud of.

Fundraising initiatives for 2015 include;

Term 1

Tea Towels \$390

Term 2

50/50 Raffle \$431

Term 3

Your Inspiration At Home \$113

Read-a-thon \$1029.80

Book Week Raffle \$390

Term 4

Twilight BBQ/Bake sale/Raffle \$887.40

Photo's \$305

Total Funds Raised 2015 = \$3546.20 - \$800 Donation = \$2746.20 funds retained

Plans were made to conduct a Family quiz night as the major fundraiser of the year but due to low participation numbers despite active promotion of the quiz night within the parent community, local community notice boards and social media outlets the decision was made at the eleventh hour to cancel the quiz night due to low numbers primarily being made up by staff member tables and the significant investment in time for council members to run this night in light of low numbers. This decision was not taken lightly and was disheartening to council members but council continued with our other planned fundraising initiatives with gusto. We received many donations of items for silent auctions for the quiz night and these were not obtained in vain as they were re-distributed for raffles throughout the remaining year to help cover some of the losses with the cancelation of the quiz night. Thank you to all businesses and parents community members who donated items for fundraising efforts throughout the year.

Suggestions were made that perhaps considering having a quiz night as an annual event was too much and that therefore every second year may be more suitable and sustainable as a major fundraising initiative.

On a more sombre note it was with much sadness that as a community we saw the devastating impact which fire can have in this instance the Pinery Bushfire. Whilst some of our parent community were directly impacted many of our community were also indirectly impacted as well so it only seemed fitting that as a Governing Council we decided to donate **\$800** to the Roseworthy CFS bush fire appeal out of respects for our immediate and wider community.

Elsie Ey Children's Centre 2015

The 2015 year started under a bit of a shroud until government supported the allocation and subsequent funding to allow the continuation of a 15 hour kindy week.

Governing council were involved in the approval of re-powder coating of outside climbing equipment. Purchases were also made of new bikes for the children which saw the children involved in the process of identifying the bikes they wished to have purchased and helping in the assembly process of the bikes thanks to the hard efforts of the 2014 governing council our children were able to enjoy this new equipment.

We saw the commencement of the Skoolbag app utilisation which was somewhat lacking in uptake by the parent community but proves to be a very vital tool for communication to parents given they utilise the availability of the app.

2015 also saw the commencement of Eftpos to allow another avenue for the parent community to utilise for the payment of term fees.

The hot weather policy and managing illness policy were reviewed and finalisation of approval of these policies remains outstanding due to alterations required to be made.

Fee structure was also reviewed and with only nominal fee increases to hat cost and lunch care costs for 2016 approved and the approval of the retention of the current term fee schedule for 2016.

2015 also saw our Community Development Co-ordinator Fran Noack becoming involved in the Child Friendly Gawler Project to help the wider community provide a welcomed and engaging haven for our younger population and we congratulate Fran on her involvement and success with this initiative.

In closing whilst we have faced challenges this year this year has also been a year of growth and new initiatives seeing fruition. Governing council is a vital component for the successful running of the centre not only for fundraising but also for the overseeing of decision making processes which ultimately affect the day to day

running of the centre. I encourage parents to consider participating in the council work to not only support our children but also in the process of making new friends and strengthening community ties.

I wish the Governing Council of 2016 and onwards every success and it is on this note that the positions of Chairperson and Vice Chairperson are now made vacant.

Thank you for the opportunity to participate in Governing Council for 2015.

Kind Regards

Leanne Mills
Vice Chairperson
Governing Council 2015.

3. HIGHLIGHTS 2015

3.1 Research Project with the University of South Australia into 'Children's Voice' with Pauline Harris

Two teachers engaged in a research project which investigated children's ability to influence their world through their voice. This project was in partnership with Uni SA and conducted under the skilful guidance of Professor Pauline Harris. The teachers, Carolyn and Maria, worked alongside the group of children that they had direct responsibility for, this meant that the cohort of children within the research had a vast range of skills and abilities. The two groups comprised of one Inclusive Preschool Program with 6 children with special rights and one mainstream group with twenty two children in the group.

The project was very well received and the researchers are eager to continue the investigation and partnership into 2016.

3.2 Saturday Kindy

Offering Saturday kindy enables families to visit Elsie Ey on the weekend once a term. This provides a unique opportunity for working families to feel, see and hear about preschool first hand. Most teachers try to attend these sessions and it enables families to build connections with their child's teacher. Relationships developed during these sessions supported the children to gain the most from their preschool experience through partnerships with families. These days are only possible due to the dedication and professionalism of the staff as they give up their own time with their families to support these powerful relationship building experiences.

We have received positive feedback from these days and continue to work towards providing Saturday Kindy for as long as our staff are able to, thank you to the dedicated staff at Elsie Ey Children's Centre.

3.3 Gawler Child Friendly Cities received Recognition of Bronze level through UNICEF

Three years of community engagement and hard work paid off for the community of Gawler when the Gawler Child Friendly Cities presentation was accepted by UNICEF as achieving a bronze level of recognition within the Child Friendly Cities UNICEF framework. Fran Noack, the Community Development Coordinator at Elsie Ey, through her role skilfully supported the community with council assistance to achieve this accolade. The presentation of this recognition highlighted the ability of Fran to work with the whole community to achieve ongoing influences that will enable the children and young people of Gawler to be recognised as active, engaging, decision makers within the Gawler area.

Through the past three years of this work children and families from Elsie Ey have been engaged in a variety of consultation processes and community engaging experiences which were evidenced in meeting the bronze level of recognition. Thank you to Fran for her perseverance and persistence in bring the community together to achieve this great feat.

3.4 Community Programs to support families with young children

The speech pathologist and occupational therapist joined our team in the middle of 2015. In the last six months of 2015 they provided valuable support through; playgroup programs, ran small group soft entry intervention programs and supported individual families in referral pathways.

A Fun Day with Northern Domestic Violence Service (NDVS) provided the opportunity for the allied health team at Elsie Ey to support families who had disengaged with support services to reconnect with vital services.

This day also provided the opportunity for greater partnership between NDVS and Elsie Ey enabling families to feel supported when they access services from Elsie Ey.

Gap analyses with the Gawler County Health team identified areas for the Children's Centre allied health team to target, creating a community focused service. The service has provided multiple soft entry pathways to support community capacity building as well as identifying referral pathways for families in need. Working with Gawler health services as enabled our team to provide more targeted support designed specifically to address the needs within our community.

3.5 Reconciliation Week Celebrations

Carolyn and Philippa, two teachers from Elsie Ey, along with Fran, the Community Development Coordinator, attended a community event celebrating reconciliation week. They setup a display highlighting children's voice identifying the compassion and acceptance that children are inherently born with, captured from the children at Elsie Ey Children's Centre.

The authentic reflection of children's voice shared within this forum gained valuable feedback and comment from those who attended the celebration. Families were encouraged to attend the event, with several families commenting on their amazement at the children's thoughts represented through the display.

3.6 School orientation included within the preschool program

Staff supported the preschool children to walk around the Hewett Primary School and engage in discussion about what school might be like in 2016. The staff supported the children to identify new learning and differences between preschool and school. This included drawing attention to things like; libraries and resource centres, lines that indicate 'out of bounds', possible playground rules, navigating school toilets, how to behave and what to expect if you have to go to the front office, what a classroom might look like and discussions about what might happen at school.

The children made records of their visits and shared their thoughts with each other about what school might be like for them in 2016. When asked, 77% of the 75 families who returned surveys said that their child had discussed their concept of school with the family after this orientation process.

3.7 Governing Council

In 2015 Elsie Ey Children's Centre was fortunate to have a high number of parents volunteer as members of the Governing Council. The commitment and support from the Governing Council provided Elsie Ey with a valuable structure during 2015 and enabled a high level of parent representation within Elsie Ey governance systems.

The Governing Council worked tirelessly to support Elsie Ey Children's Centre through policy review, fundraising and decision making processes. The support of all the committee members was overwhelming and greatly appreciated by the staff and families.

The end of year sausage sizzle and celebration, in what was a very difficult time of the year after the Pinery Fires demonstrated the true passion, commitment and compassion of the Governing Council. When the community needed to come together and support each other the Governing Council members provided an avenue for this to occur.

The Elsie Ey community would like to thank the members of the Governing Council in 2015 for their time and commitment. Chairperson: Joanne Day, Vice Chair: Leanne Mills, Secretary: Rachael Rigney,

Treasurer: Michael Loser, Staff representatives: Fran Noack and Sarah Robinson, Director: Lawrina Osborne and Committee Members: Marnie Hillier, Kirstie Roberts, Louise Palk and Amanda James.

3.8 The Effect of the Same Start Date Policy on Children with additional needs project

Families whose children attended the Inclusive Preschool Programs were invited to provide feedback into a state review of the effect that the same start date policy had on children with additional needs. Three families took up this opportunity providing valuable feedback. The voice of parents is of great value in such review processes, and Elsie Ey is proud to have been able to facilitate this opportunity for families to be heard.

Staff were also invited to feedback into this review. Rich conversations, observations and anecdotes were shared through this review process.

3.9 Pre-service Teachers

In 2015 the teaching staff at Elsie Ey provided valuable mentoring experiences for 5 pre-service teachers throughout the year. The students ranged from second year through to fourth year of study. The feedback for these students expressed gratitude and enjoyment at the opportunities that they had been provided with throughout their time at Elsie Ey Children's Centre.

Thanks to Philippa and Nicole for providing professional support and mentoring for these students throughout their time at Elsie Ey. All of the pre-service teachers reflected upon their depth of learning during their placement. The mentor reports also evidenced this growth and development for each student during their placement. It is a credit to the whole staff team for their generosity of spirit, knowledge and skills to share their experience and learning with these university students as they enter the education system as professionals.

4. QUALITY IMPROVEMENT PLAN

The self review process undertaken during term 4 2014 identified 3 key priorities for Elsie Ey Children's Centre in 2015. These priorities included; curriculum documentation, indicators of preschool numeracy and literacy and positive education. Below is a brief report outlining some of the actions and outcomes from these priorities and what they mean for the site moving forward in 2016.

4.1 Improvement Priority 1:

Curriculum planning, documentation and review / Data to support improvement planning

Data from the site review process undertaken by staff in term 4, 2014, along with data from the 2014 parent opinion survey and a site created survey, led the staff team to prioritising the desire to be more articulate when communicating the preschool curriculum. Staff identified the starting point of this work was to focus on the way curriculum planning and documentation occurred. This focus provided the opportunity to authentically plan and honour children's sense of agency as articulated in the Early Years Learning Framework 'Belonging, Being and Becoming' (EYLF 'BBB')

4.1.1 *Develop an agreed format to use for planning by end of term 1, 2015.*

Actions that supported the achievement of this goal included:

- Teaching staff meeting to review current practices
- Need to articulate the 'why' behind curriculum planning identified
- Questions raised about how to ensure children's voice is genuinely recognised and developed throughout curriculum (lead to joint project with Uni SA)
- Question how to create authentic documentation that reflected individual children's interests, development and learning journey alongside broad inquiry learning
- Introduced 'The Golden Circle' model at staff meeting through Simon Sinek TED talk 'How great leaders inspire action'
- Developed site understanding of how to use the The Golden Circle model to support curriculum planning
- Teaching staff identified the need to refine individual group planning and recording tools developed

Outcomes of these actions include:

- New documentation formats developed and trialled
- Focus upon the reason and intent behind planned experiences

Next steps from these outcomes moving into 2016

- Continue to use developed documentation templates
- Build upon 'The Golden Circle' model, to embed the philosophy into whole of centre practice

4.1.2 *Display curriculum planning for all to access in a consistent location.*

Actions that supported the achievement of this goal included:

- Trialled various locations
- Created location for all regular communication and daily operations

Outcomes of these actions include:

- Communication hub established for all staff to easily access

Next steps from these outcomes moving into 2016:

- Continue to use a common location to support common understandings and outcomes
- Identify how to share this in a meaningful way with families valuing the 'why' of the curriculum content

4.1.3 *Develop an agreed way of documenting observations by end of term 1, 2015*

Actions that supported the achievement of this goal included:

- Teachers met to review current practice and identify ways of documenting learning
- Teachers made agreements about what was valuable evidence to track and monitor during a child's year at preschool
- Teachers developed several different tools to trial
- Teachers met to review trialled tools and share their feedback
- Portfolio pupil free day focused on documentation for learning, whole of site audit conducted
- Teachers met to develop several agreed templates to support their documentation
- Director expectation that every group have a folder to evidence every children's learning

Outcomes of these actions include:

- Templates shared with all teachers at site to support documentation
- Group folders supported reporting and planning
- Common understandings of evidence of children's learning

Next steps from these outcomes moving into 2016:

- Continue to use templates developed for documentation, review regularly, once a term
- Continue to use group folders to collect evidence of each child's learning
- Review what core samples and evidence to focus on in 2016 for monitoring and tracking individual learning

4.1.4 *Develop a way to identify a data set that acknowledge and builds upon the quality of children's voice within the curriculum by end of term 2, 2015*

Actions that supported the achievement of this goal included:

- Developed termly interview questions to elicit children's understanding of their own learning
- Record data about how children responded to interview questions
- Report children's responses to families, sharing the power of children's voice
- Engage in research with the University of South Australia and professor Pauline Harris to learn more about children's voice and the impact this has upon children's ability to influence their world

Outcomes of these actions include:

- Increased awareness from children, staff and families about the ways that children's opinions can influence their lives
- Highlighted the complexity and tension of deeply understanding and authentically responding to children's voice

Next steps from these outcomes moving into 2016:

- Continue to investigate and understand the importance of children's voice with the preschool context
- Continue to engage in research with Uni SA
- Review how to capture and evidence children's voice within the curriculum

4.2 Improvement Priority 2:

Preschool Indicators for Literacy Numeracy

In 2015 the Department of Education and Child Development (DECD) introduced the Indicators of Preschool Numeracy and Literacy (IPNL). Sites were aware that 2015 was the year of familiarity with this document and that DECD expected staff to be implementing the indicators in 2016. This knowledge made it clear to leadership and the staff that there would need to be a focus on this document throughout 2015.

4.2.1 *Teaching staff will have read the draft Indicators of Preschool for Numeracy and Literacy before the beginning of term 2, 2015*

Actions that supported the achievement of this goal included:

- Teachers were provided with copies of the draft Indicators of Preschools Numeracy and Literacy document in week 9 term 1
- Literacy and Numeracy Charts from the draft document were displayed in the staff room and then updated once document was released

Outcomes of these actions include:

- Teacher discussion in term 2 evidenced engagement with document
- More investigation and understanding of the document and how it was intended to be used was requested from staff
- Pupil Free Day in term 2, introduction to the indicators, enabling whole staff team to begin developing shared understanding

Next steps from these outcomes moving into 2016:

- Further develop understanding and ways of using the Indicators of Preschool Numeracy and Literacy

4.2.2 All staff will begin to develop confidence and competence in using the Preschool Indicators of Numeracy and Literacy in planning, documenting and reporting children's learning by the end of 2015.

Actions that supported the achievement of this goal included:

- Whole of site professional development 'Introduction to Indicators of Preschool Support' – whole of portfolio
- Individual staff audits to determine areas of strengths and priority areas of improvement – whole of partnership
- Professional development session with whole of staff team looking into preschool indicators of numeracy – whole of partnership focus, planned and delivered specifically for Greater Gawler Partnership by the preschool directors in response to the data collected at the pupil free day
- Focused on 2 of the 4 numeracy indicators to investigate throughout terms 3 & 4 @ Elsie Ey
 - 'I Quantify My World'
 - 'I Explore and Understand My Place and Space in the World'
- During staff meetings in term 3 and 4 worked through the 'Golden Circle model' planning for each indicators named above
- During staff meetings in terms 3 & 4 worked through the 'Golden Circle model' planning for Literacy process of 'Communication'
- Greater Gawler Partnership, professional development session for teachers, exploring how to develop effective written reports, including the use of the preschool indicators of preschool numeracy and literacy
- Recording template developed to support staff to begin to think about the numeracy charts

Outcomes of these actions include:

- Staff confident to question and share understandings and areas that they don't feel comfortable with
- Teachers used indicators of preschool numeracy and literacy document to support the writing of the end of year statement of learning for each child
- Clear areas for improvement identified through audit
- Greater Gawler Numeracy Professional Development Plan for Preschool Staff developed, documented and enacted

Next steps from these outcomes moving into 2016:

- Continue to build upon planned professional learning with regard to data collected in 2015
- Reaudit staff knowledge and confidence levels with indicators
- During week 0, 2016, Numeracy focus whole day professional development day for all staff to attend
- Continue to implement Greater Gawler Numeracy Professional Development Plan for Preschool Staff

4.3 Improvement Priority 3:

Develop Optimism and Wellbeing through Positive Education

Elsie Ey Children's Centre is a part of the Greater Gawler DECD Partnership of sites. Through a collective review process the whole partnership identified the need to focus on building positive wellbeing for all of our children, students, and staff. As a collective, through research and investigation, the partnership leaders decided this priority would be best supported through the use of Martin Seligman's model of PERMA (Positive Emotions, Engagement, Positive Relationships, Meaning and Accomplishment) Positive Psychology, and the work that Geelong Grammar had already undertaken with the PERMA model and Martin Seligman within the Australian educational context.

4.3.1 *All staff will have engaged with Positive Education/Psychology by the end of 2015*

Actions that supported the achievement of this goal included:

- Professional development sessions during staff meeting focus on character strengths in term 1
- Professional development sessions during staff meetings focus on mindfulness in term 2
- Each Character Strength described throughout term 1 in the diary for staff to reflect upon
- Pupil Free Day in term 4 focus was positive education and how to embed it with our practice
- 5 staff attended professional development 'The Wellbeing Classroom' with a focus on positive education

Outcomes of these actions include:

- Whole of staff team identified the character strengths to work on during 2016
- All staff undertook the VIA character strengths test
- Mindful drawing and colouring experiences were commonly used in terms 3&4 of 2015 to support children throughout their day
- Using Kimochis to support children's understanding of their own emotions and the skills required in effective communication

Next steps from these outcomes moving into 2016:

- Build upon resources and training to support identified character strengths for 2016 focus
- Continue to use and embed Kimochis into everyday practice

4.3.2 *Increase the number of staff trained in 'Discovering Positive Education' by June 2015.*

Actions that supported the achievement of this goal included:

- 2 teaching staff attended training at the end of term 1 2015

Outcomes of these actions include:

- Now have 3 staff who have undertaken the 4 day training
- More people to support this priority from within the site with a depth of understanding

Next steps from these outcomes moving into 2016:

- Site funding provided in 2016 to continue supporting staff to undertake the training

4.3.3 *A Positive Education team will be established within the site to develop an action plan to support staff and families to become familiar with Positive Education*

Actions that supported the achievement of this goal included:

- At least 6 staff have undertaken different professional development opportunities that support greater understanding of Positive Education and the effects for children, families and staff
- Staff have been sharing their knowledge during staff meetings to support common understanding for all staff

Outcomes of these actions include:

- Still to establish group to lead this work
- Staff have been using the skills and knowledge they have learnt throughout their work
- Information about the various aspects of positive psychology have been shared with families through the induction process and in newsletters.

Next steps from these outcomes moving into 2016:

- Carry this goal forward to 2016
- Continue to work towards embedding Positive education within everyday practice

5. INTERVENTION AND SUPPORT PROGRAMS

5.1 Preschool Support Program

Throughout 2016 a total of 11 children received additional funding through the DECD preschool support program. This funding along with additional funds from Elsie Ey ensured that the children who were verified through the preschool support program received intervention from staff to support their individual learning goals. This intervention was provided each day to ensure consistent progress for children and maximize outcomes. The intervention was provided by both Early Childhood Workers and Preschool Teachers. This ensured that teachers who were responsible for planning, assessing and reporting upon individual children's learning had firsthand knowledge of their children's progress. Through targeted tracking and monitoring of individual children's progress teachers made adjustments and accommodations as required, to support ongoing achievement for their learners.

Ten of the eleven children who received preschool support moved onto school. To support their ongoing learning and honor their preschool learning, with the parents consent, the children's individual learning goals, resources and assessments were shared with the school.

In term 3 and 4 of 2015 the staff were involved in a DECD 'Emergent Literacy Project'. This project provided staff with access to a Speech Pathologist who was able to tailor the support provided to individual staff needs. This enabled staff to develop their skills in areas that they had identified as areas of growth. The perception data from staff indicated that they felt more confident and informed about supporting all children with emergent literacy skills after the project's completion.

5.2 Learning Through Play

During 2015 a DECD grant enabled the funding of an Early Childhood Worker to support the delivery of the Learning Through Play program which supported families with children with additional needs. This was a joint initiative with Gawler Health. Tina Dunks, the Early Childhood Intervention Consultant, attended the program providing families with personal support, referral pathways and capacity building, encouraging families to be able to seek additional supports for their children.

In term 4 2015, Amy (Speech Pathologist) and Megan (Occupational Therapist) who form the allied health team at Elsie Ey Children's Centre supported the Learning Through Play program. This was a strategic move to support the ongoing delivery of the program with support from a therapist that could assist families in addressing their needs through a professional capacity building model for families. This new direction was identified and support by the allied health team at Elsie Ey and provide to be very beneficial. There was an instant increase in attendance at the program and targeted families were able to attend the program without fear of judgment for their child's behavior.

5.3 Playgroup

Elsie Ey playgroup operates within the grounds of Hewett Primary School in the space used by the Out of School Hours Care program and the yard adjoining the Hewett Special Education Unit. This is only made possible through the partnership with Hewett Primary School, we would like to acknowledge and thank the primary school for their support.

The Elsie Ey playgroup is the only playgroup in Hewett. It is very well attended by families who live both locally and travel from afar. Some families traveled from Angle Vale and Munno Para to attend the Elsie Ey playgroup in 2015. On average between 15 to 20 families attended a playgroup session per week with over 40 families registered with the program throughout the year.

The Playgroup is facilitated by Fran, the Community Development Coordinator, and Trudy the Playgroup Coordinator. Amy the Speech Pathologist and Megan the Occupational Therapist regularly attended playgroup to provide families with expert advice, support and possible referral pathways. The support of the allied health team in this program provides valuable capacity build for families and gives families an opportunity to discuss any possible concerns in a safe supported environment.

Playgroup also provided valuable input into the focus, direction and implementation of community programs. Families attending playgroup provide feedback and advice about service gaps within the community and offered proposals for additional programs.

5.4 Health Checks Child and Youth Health

Gill Taylor our local Child and Youth Health Nurse provided regular visits to Elsie Ey. This service is of great value to the community and provides valuable insight and support for families. During routines health checks Gill is able to support families with any concerns and refer families with additional health needs onto the appropriate services.

5.5 Support for children identified as Aboriginal and Torres Strait Islander

DECD grant provided to support children who have identified as Aboriginal or Torres Strait Islander (ATSI) background was used to employ additional staff to provide support ensuring these children were continuing to develop and learn throughout their time at preschool. Teachers identified individual learning goals for these children, tracking and monitoring progress to ensure learning goals were appropriate, and children were achieving their potential and making progress.

6. STUDENT DATA

6.1 Enrolments

Figure 1: Enrolments by Term

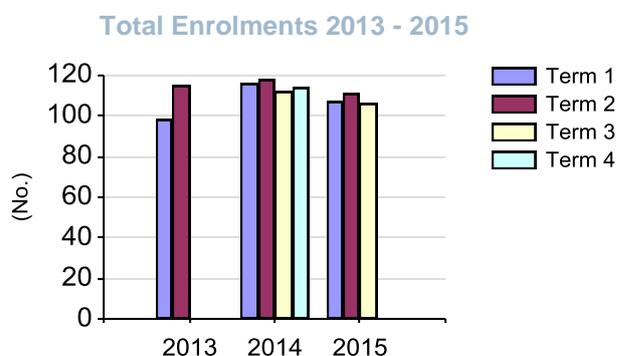


Table 1: Enrolments by Term

Enrolment by Term				
Year	Term 1	Term 2	Term 3	Term 4
2013	98	115		
2014	116	118	112	114
2015	107	111	106	

* There is no data for terms 3 and 4 in 2013 due to the introduction of the same start date policy in 2014.

Enrolments in 2015 were very stable with some slight fluctuation due to families moving and a small number of children beginning school in the middle of the year. The same start date policy has stabilised the numbers of enrolments in the preschool programs at Elsie Ey Children’s Centre.

Forecasting forward in to 2016 and beyond it is believed that there could be a slight and steady reduction in enrolments due to anecdotal data that suggests many families within the community now have school age children. There hasn’t been the number of new homes built in Hewett as in previous years and the population seems to have stabilised.

6.2 Attendance

Figure 2: Attendance by Term

Attendance Percentages 2013 – 2015

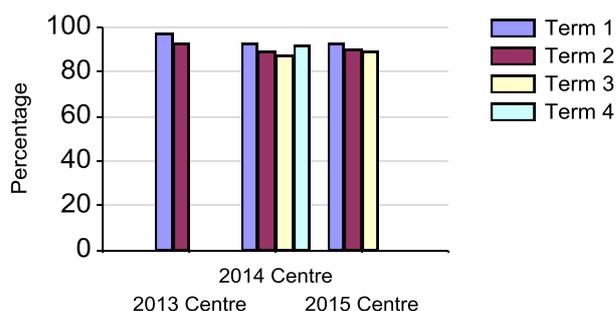


Table 2: Attendance Percentages 2013 - 2015

Attendance Percentage				
Year	Term 1	Term 2	Term 3	Term 4
2013 Centre	96.9	93.0		
2014 Centre	93.1	89.0	87.5	92.1
2015 Centre	92.5	90.1	88.7	
2013 State	88.7	88.0		
2014 State	90.0	88.9	86.1	87.1
2015 State	90.5	88.5	86.3	

While the attendance rates for Elsie Ey preschool programs are above the average attendance rates for the state there is still work to be done to support greater attendance rates at Elsie Ey. Elsie Ey did not receive an attendance grant to support attendance in 2015 however strategies were in place to try and increase attendance through 2015.

In 2015 termly reports for each child identified the actual number of days attended out of the numbers of days each child was enrolled. This was a strategy to support increased attendance. Staff also rang families when children had unexplained attendances.

When the site attendance percentage data is averaged over the terms available for 2014 and 2015 they both read 90.4% attendance average for the year. (With the data available, this could change once the 2015 term 4 data is known.)

In 2016 Elsie Ey will work towards an attendance average of 92% for the year.

6.3 Destination – Feeder Schools

Table 3: Feeder School Percentage Data 2013 - 2015

Feeder Schools				
Site number - Name	Type	2013	2014	2015
0139 - Freeling Primary School	Govt.	1.5	1.1	
0141 - Gawler Primary School	Govt.	3.0	2.2	3.6

0387 - Roseworthy Primary School	Govt.	7.5	11.8	11.9
0427 - Tanunda Primary School	Govt.			1.2
0469 - Wasleys Primary School	Govt.		1.1	
0476 - Adelaide North Special School	Govt.		1.1	
0774 - Gawler and District College B-12	Govt.		1.1	
1008 - Gawler East Primary School	Govt.	1.5	1.1	
1876 - Hewett Primary School	Govt.	68.7	64.5	65.5
8164 - Trinity College South School	Non-Govt.	4.5	2.2	1.2
8234 - Immanuel Lutheran School	Non-Govt.	6.0	3.2	6.0
8235 - St Brigid's Catholic Primary School	Non-Govt.	4.5	7.5	3.6
8243 - Blakes Crossing Christian College	Non-Govt.			1.2
8337 - Trinity College North School	Non-Govt.	3.0	1.1	4.8
8439 - Tyndale Christian School	Non-Govt.		1.1	
9023 - St Thomas More School	Non-Govt.			1.2
9102 - St Jakobi Lutheran School	Non-Govt.		1.1	
Total		100.2	100.2	100.2

As reflected in previous years the majority of children moving on to school from Elsie Ey went on to the Hewett Primary School, with the second highest percentage of children going to Roseworthy Primary School. Similar to previous years, 18% of children moving onto school went to Non-Government schools with 82% of children remaining in the Government schooling sector.

7. CLIENT OPINION

In 2015 a site specific survey was developed to collect parent opinion data. The survey was targeted to elicit information to support improvement planning and assess the actions taken to support some of the site priorities for 2015. The survey also sought feedback about communication and overall satisfaction.

In 2015 Elsie Ey received the highest ever response to a parent opinion survey with 80 out of a possible 106 families returning the survey. This is an unprecedented wealth of data with over 75% of families providing valuable feedback to inform site improvement for 2016.

The overall feedback indicated a high level of satisfaction from families with comments return like the ones below:

- All forms of communication were of a high standard ie. verbal, written. Extremely happy with our experience at EECC.
- I felt very comfortable with communication in person/phone dealing with positive or challenging situations.
- All teachers are amazing support to *child's name removed to maintain confidentiality*.
- We had a wonderful experience, Thank You
- We love EECC - it's a shame we don't have any more children to send to you!
- Communication as always very focused and excellent at Elsie Ey.
- Elsie Ey is very up to date with information. My busy schedule causes me sometimes to forget dates but the kindy is doing the rest. Thank You.

When families were asked to respond to questions about the way their child's learning was reported the response indicated a high level of satisfaction. With only 1.25% and 1.3% of respondents stating that they did not believe that *their child's reports reflected their child as an individual* or that *through the reports they could see the progression of their child's learning*. While this is feedback to consider the fact that 98% of respondents were happy with their children's reports provides overwhelming positive feedback for the teachers. In response to the question *Has the reporting format supported your understanding of your child's learning* 100% agreed with this statement.

Families reported enjoying both interview and written styles of reports with 46.75% preferring parent interviews and 53.25% preferring written reports. With this data staff have decided to continue to offer both forms of reporting in 2016. Feedback from the survey indicated that families would prefer to have interviews in term 2, so in 2016 we have changed to reporting schedule to provide parent interviews in term 2.

When asked if families felt well informed about what was occurring at the site 98.59% responded with *Yes*. There was some feedback that expressed a desire for more lead in time before events and returning of forms etc, particularly for families with multiple people picking up and dropping off children. Several families commented that they had forgotten to use the communication application for smart phones, in 2016 families will be asked to sign a form stating whether they would prefer to use the app or have paper communication. It is hoped that by lifting the profile of the communication app that families might have better access to current information in a timely manner.

8. ACCOUNTABILITY

All peoples entering the site are informed and expected to provide copies of their appropriate level of History Screen within DECD policies. Records are kept in a single location with copies of history screens or appropriate explanations in accordance with DECD policy.

The sign in book clearly states the need for appropriate documentation and draws attention to the DECD requirements within DECD settling.

Information is available and readily accessible in accordance with auditing requirements and expectations.

9. FINANCIAL STATEMENT

	Funding Source	Amount
1	Grants: State	\$980 495.61
2	Grants: Commonwealth	Nil
3	Parent Contributions	\$46 146.96
4	Other	\$27 423.39