Elizabeth Grove Children’s Centre has had another busy year and there are many success stories. A committed multidisciplinary team has worked with and advocated for children, families and community. Educators have focused on relationships with children and families, the new National curriculum, further developed inquiry mindedness to improve their practice and worked effectively with the speech therapist, occupational therapist, family services and community development coordinators, Kid n You, Good Beginnings, the Elizabeth Grove Primary School and other partner agencies to strengthen life long learning and outcomes for children and families. A major highlight has been the extension of the small yard with its new fence line, new sand pit and shed. With the cooperation of the Primary School it was funded with grants and has significantly improved the quality of outdoor play for children under 3 years of age at Elizabeth Grove Children’s Centre. In 2011 the centre was validated through the Department’s process for quality improvement. This required presentation to a panel of all the work done towards improvements. A copy of the final Validation report is attached as Appendix 5. Improving community engagement, reaching families not yet involved in the Centre and working effectively across the campus will continue to be important work in 2012.
Children’s Centre: Elizabeth Grove Community Campus
Name: Children’s Centre
Preschool Number: 2614
Children’s Centre Director: Catherine Honeychurch
Region: Northern Adelaide Region

Context

Elizabeth Grove Community Campus Children’s Centre offers integrated education, care, and health/family services for children birth to eight years of age. Our community is socially and economically diverse and includes a small cohort of Indigenous families and families from culturally and linguistically diverse backgrounds. The centre offers 9 weekly DECD kindergarten sessions with children accessing 15 hours of preschool a week. Our long day care program is supported by DECD and managed by parents via the Governing Council, and offers child care for children birth – 6 years. It operates from 7am to 6pm, Monday to Friday, 50 weeks of the year. In conjunction with the Wyatt Benevolent Fund the Centre offers child care scholarships to families experiencing hardship.

This Annual Report contains information about the following programs; preschool, long day care, Family Services, Community Development, Speech Therapy and Occupational Therapy. The aim of the report is to inform families, the Department and partner agencies of the varied, complex and dynamic work that is the core business of Elizabeth Grove Community Campus Children’s Centre.

Quality Improvement Plan

As part of the cycle of ongoing improvement the Centre team identified 2 main areas for improvement in 2011.

1. **Children will make significant progress in their comprehension skills in 2011.**

Key actions included:

- The promotion of regular attendance at kindergarten and day care
- Children and families attended groups (SPOT / Walk and Talk and Fine motor) with the Speech Therapist and Occupational Therapist. Please refer to their report in Appendix 2,3&4 for details.
- Educators began mapping children’s literacy skills from birth- 5years
- Children and kindergarten educators built stronger relationships with the Reception teachers through the Getting Ready program
- The Centre’s Speech Therapist and Occupational Therapist undertook regular professional development with staff
- A children’s learning and assessment protocol was established
- There was a focus on vocabulary and programs for Phonological awareness, oral language development and print awareness.
- Community approaches e.g. Walk and Talk, Let’s Read

Key outcomes

The literacy skills of all preschool children were tracked using indicators from the Early Years Learning Framework, observations and TROLL. The results of the TROLL data indicate the group of children who were tracked *all* made progress. Five children who rated in their first term as having emerging literacy skills moved on to developing more age appropriate
Skills in literacy by their fourth term. Please note that in 2011 the kindergarten had between 25% and 40% of children referred for additional needs and these children are included in the data unless they were diagnosed with a global delay or severe language delay/disorder. In 2012 the preschool program will continue to focus on children’s literacy skills ensuring all children make significant literacy progress.

Of children accessing the long day care program 7 children were referred to the Speech Therapist in 2011. Five children and their parents regularly attended SPOT group on Tuesdays benefiting from early interventions and strategies to work with their children on their comprehension skills at home. All educators across the Centre used POP headings (phonological awareness, oral language and print awareness) to program for a focus on comprehension.

As well, six Staff trained in Let’s Read. With the Smith Family 100 packs have been ordered for 2012. The program will be delivered 1:1 and in groups by educators. Individualised learning plans targeted children’s learning and differentiated the play environment for each child. Children with additional needs were supported by the Speech Therapist and Occupational Therapist, through SPOT groups and individual programs, by educators such as support workers and with the implementation of an explicit learning program called TEACH in the kindy room. Parents had multiple access points to information about their children’s literacy development e.g. informal and formal conversations, SPOT Groups, parent programs, noticeboards, newsletters and their child’s portfolios.

In 2011 educators carried out an Inquiry using the Involvement Scale (RRR) and Learning Stories to reflect on how to map children’s learning including their literacy development whilst at the Centre. In 2012 this process will become part of how the Centre informs parents about their child’s literacy and involvement the learning environment.

**Recommendations**

In 2012 the centre will ensure significant outcomes in children’s literacy development by:

- ensuring children’ learning is mapped coherently
- forging stronger links with Reception teachers and the school
- implementing Let’s Read to bring families along on their children’s literacy journey.
- developing programs with others across the campus to enhance the profile of children’s literacy learning e.g. Hanen
- Working collaboratively with Disability SA, the Lyell McEwen CDU and Inclusive Directions to support children with additional needs.
2.1 Children contribute to planning their own learning

2.2 Processes that give parents a voice and encourage parent involvement will be improved

Key actions included:

- Staff responding positively to children, families and community members
- A focus and strengthening of primary care giving and continuing Through the Looking Glass program in partnership with Lady Gowrie Child Centre
- Educators and parents of four year olds met 3 times a year for interviews and the kindy room trialed a children’s voice approach to programming
- Educators sought parent input around programming by asking them about their child’s interests
- Community Development Coordinator and Family Services Coordinator worked as part of the multidisciplinary team to deliver targeted programs to the community.
- Staff worked with Allied Health Speech pathologist and Occupational Therapist to meet the needs of children with additional needs.
- Staff worked extensively with the DECD Special Educator and Behaviour Support Officer on issues around children’s behaviour
- Staff team, families and community investigated and implemented new ways to get involved including holding meetings for Governing Council at different times and establishing the Parent Advisory Group. Please refer to Appendix 1 for more information about PAG.
- Social gatherings based on children’s learning were offered e.g. Art Show

Key outcomes

Key outcomes include:

- Successful social events such as the Artshow being well attended
- Formation of the Parent Advisory Group
- A strengthening of Primary care giving practices
- Educators in the kindy room held near 100 interviews in 2011 with parent.
- A review of the way information is sought from parents about their child’s interests.
- Participation of staff in trainings that focused on inclusion e.g. Traffic Jam in my Brain, Let’s Read, Neuroscience, Behaviour

Recommendations

In 2012 the issue of building the capacity of children, families and community to engage more fully with the Children’s Centre will be a focus:

- Across the campus and with other agencies
• within the Centre in terms of processes such as primary care giving, learning and assessment protocols and interviews between parents of children in long day care and primary care givers

• and at the decision making level with the Governing Council and Parent Advisory Group

Report from Governing Council

In 2011 a small group of dedicated parents, grandparents and great grandparents met once a month as part of the Parent Committee. Major decisions included:

• Overseeing fee increases to maintain affordability for the community whilst increasing Centre viability.

• Policy review of staff entitlements

• Increasing Centre security by installing a key pad system

• Overseeing improvements to the outdoor play area

• Supporting social events and fundraising

• Overseeing the financial transactions carried out in the Centre

Preschool Enrolments and Attendance

In mid 2011 the Preschool program received an attendance grant to improve borderline attendance patterns for remaining a full time preschool. Ongoing attendance/enrolment figures entitle the Centre to have 2 full time teachers. However it does not warrant preschool having an Early Childhood Worker. The attendance data indicates a steady improvement in attendance patterns over 3 years. The data also indicates that the Centre’s attendance pattern is similar (with fluctuations) to other Centers across the region and with DECD as a whole. The Centre has worked to establish relationships with families to support attendance though phone calls and extra supports such as flexible session arrangements, the offer of child care and family support provision through the Family Services Coordinator to support families’ attendance at the Centre. The community continues to have a cohort of families who are transient due to the rental housing market and family issues. These strategies will continue in 2012 along with a review of home visiting by preschool teachers.

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Child Care Enrolments and Attendance

Data which compares utilization of child care in 2011 with that of 2009 indicates a slight improvement in attendance and utilization. Twelve children were placed on Special Child Care Benefit in 2011 to support families in need. In 2011 the Centre had 18 working families using long day care. The remaining 45 families used the service for respite purposes. The need for child care at Elizabeth Grove continues to Centre around the needs of families for respite, to enable participation in community programs and to have time to manage other issues including significant health, legal and other family matters. Five families had children enrolled in the long day care program as part of agreements with Families SA.

Client Opinion

Families exiting the Children’s Centre were asked for their opinion on the 4 areas. While the majority of parents responded positively when asked to comment on the quality of the Centre’s programs, communications and leadership a small cohort of parents’ responses indicated they were either unaware of how the Centre operated, believed that they had not received sufficient information and did not agree that they had a voice in the Centre’s decision making processes. The challenge in 2012 is to engage all families in the Centre in some way; from ensuring their children attend regularly through to championing the Centre by working alongside staff in decision making.

Accountability

In 2011 as part of Universal Access to 15 hours of preschool all children in their eligible year were offered 5 sessions arranged flexibly over 9 sessions. On average 10 children accessed a combination of kindergarten and long day care and this adds to the complexity of the preschool program. All sessions were offered with 2 qualified teachers. As previously mentioned the preschool program in 2011 had between 25%- 40% of its children referred for additional needs. As the preschool staffing ratio does not warrant an Early Childhood Worker, the 2 support workers’ times were consistently topped up to 27 hours a week. In addition an extra early childhood worker was employed for 12 hours a week as part of
Universal access. An extra teacher was employed in 2011 to support core staff to implement the comprehension focus, carry out parent interviews, the Getting Ready program with the school, accountably processes and the attendance strategy.

Conclusion

In 2011 the Elizabeth Grove Children’s Centre provided an environment where the children, families and community could participate, be healthy and safe, learn new skills, develop a sense of belonging and forge relationships. This report highlights some of the many actions taken to ensure this would happen. The Appendices contain more information from the Multidisciplinary team and highlights 2011’s achievements. The report also highlights the way forward in 2012 in terms of improvements. These include renewed focus on mapping children’s learning birth to school, building the capacity of the families and communities thought the Centre’s programs, and working for success with our partner agencies.

Catherine Honeychurch
Director Education and Care

Financial Statement

To be finalised

Appendix 1 – Family Services Coordinator- Executive Summary – 2011

1. Key Priorities in 2011

I began in my role as Family Services Coordinator in August 2011. There was no FSC for approximately 3 months and then an interim FSC part time covering crisis work mostly until I began. Working as a Family Services Coordinator it is my role to engage the vulnerable families, including parents and children from the context of a universal education setting. The focus of the Family Services Coordinator program is early intervention working with families who have children aged between 0 [from pregnancy] to school age.

The key priority that I wanted to work towards in 2011 was to enhance the functioning and wellbeing of families [including Parents and Children] through provision of required support to increase parenting capacity and ensure protective factors for children.

2. Strategies and what made a difference:

- Engaging vulnerable or at risk families both in the wider community and in the Centre in programs or groups on campus.

- Working to reduce barriers to families gaining access to services that will enhance their parenting and increase wellbeing for their children is a primary goal of the Family Services Coordinator role.

- This has resulted in families being able to access services through access to prompt access to service from Northern CAMHS, Pediatricians, Speech Therapy, Occupational Therapy, Anglicare Family Support Workers, Good beginnings and Kids n You.

- Working collaboratively has been a primary focus at Elizabeth Grove Children’s Centre. Case discussion meetings are held twice a term and include the Director of Education and Care, Assistant Director, Speech Therapist, Community Development Coordinator, Family Services Coordinator, DECS disability support coordinator and DECS psychologist.
• Being able to coordinate the delivery of services to families to ensure that families are provided with services in a logical sequence to enhance their ability to integrate information. This support is a major difference in the approach to working with families. The case discussion meetings have facilitated joint engagement strategies at Elizabeth Grove Children’s Centre

3. Major outcomes

• I have worked very hard in fostering my working relationship with Families SA. Through meeting with FSA and attending the Northern Footprints meetings fortnightly I have engaged and created a positive working relationship with FSA.

• A key strength of the Family Services Coordinator program at Elizabeth Grove Children’s Centre has been the ability of the Family Services Coordinator to respond to families without them being placed on a waiting list.

• The Northern Footprints meetings has enabled me to engage with many community agencies who also sit on the panel and through this have been able to identify service response and the best way to support and engage with families.

4. Recommendations for the future

• Work with CDC to provide a community program around good nutrition, food preparation and cheap and easy meals to prepare and a budget price. This will support families in creating healthy nutritious meals and being taught how to do this.

• Continue work with FSA and Northern Footprints to build and develop relationships in the community and provide support to other families not attending the CC.

• Continue to engage and support vulnerable families at risk in the community.

• Continue to work with the Children’s Centre staff to provide a holistic service to the vulnerable families in need.

Miriam Sammut  Family Services Coordinator

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**Appendix 2 – Community Development Coordinator- Executive Summary – 2011**

**Key Priority in 2011**

The key priority the Community development Coordinator had throughout 2011 was to continue to increase parental participation in community engagement processes. This included creating awareness of the services and support that was available to members of the Children’s Centre. This data was made available to parents of the Parent Advisory Group participating in a service mapping exercise funded by the Australia Early Disadvantage Index. Community participation and engagement is an ongoing priority for the Community Development program at Elizabeth Grove.

**Strategies and what difference**

Through an increased knowledge of services and support available in the local area we were able to ensure that all community members had the opportunity to access these services and many more referrals were made, in particular through the consultation between the Community Development Coordinator and the Family Services Coordinator. We worked hard to ensure that we were able to address barriers that had previously been in place.

1. Through extensive consultation and the increased opportunity to be involved in decision making processes through the Parent Advisory Group in particular, we have ensured that all services offered to members of the Elizabeth Grove Children’s Centre are community driven.
2. Through the Parent Advisory Group community members had the opportunity to gain skills in leadership, citizenship, advocacy, rights and responsibilities. This resulted in many parents/ caregivers having the skills and confidence to be involved in the development of a child friendly, safe environment.

**Major outcomes**
The most important outcome for 2011 was that parents/caregivers and community members had more of an opportunity to be involved in the process of decision making which ensured there was an ownership over the services and support that was made on campus. Strong relationships were formed with over 54 agencies across many sectors to ensure that a holistic approach was taken to services offered. The funding and work that the Parent Advisory Group developed through a service mapping exercise and then developing a community directory, has been a valuable project for many community members to undertake. It helped these members feel valued in their opinion and although this is an ongoing project due to finish in June 2012, has already helped many community members in accessing services. 2011 saw a scaling back of services to ensure that we got back to community driven programs and projects. This was extremely successful and numbers across the board have increased in our intensive targeted programs.

**Recommendations for the future**
The community development program needs to continue to link and network with organisations to ensure that sustainability occurs. A priority for 2012 is continuing working intensively with the Family Services Coordinator to work closer with the disengaged community. Our members at the present time are sustainable but the voice of the disengaged is something that is lacking within the program. Events and consultation for these families is a key priority for the upcoming year. A cross campus approach will be taken to accessing these families and the main strategy will be create awareness amongst all staff within the Children’s Centre who naturally develop an extremely close relationship with the families of their primary care children.

**Melissa Sayer  Community Development Coordinator**

### Appendix 3 – Speech Therapy – Executive Summary - 2011

1. **Key Priorities in 2011**

During 2011 the priority for speech pathology services at Elizabeth Grove Children’s Centre (EGCC) has been to provide an accessible speech pathology service for children and their families. The priority has been to provide a service that responds to the needs of the children, families and staff who access the centre, to improve children’s communication and access and participation within their family and the centre.

2. **Strategies and what made a difference**

During 2011 the focus of speech pathology involvement has included:

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<tr>
<th>Type of service/strategy</th>
<th>Summary</th>
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<tbody>
<tr>
<td>Providing assessment and then selecting goals for children</td>
<td>Children’s needs were identified and appropriate goals could then be selected to be worked on by the speech pathologist/ parent(s) and/or preschool support worker (as appropriate).</td>
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<tr>
<td>Providing 1:1 therapy sessions for selected children</td>
<td>Parent(s) were invited to attend therapy sessions with their children. Times were made, in negotiation with the parent(s). The goal of this was to help parents to be involved in their child’s intervention and to informally train them with goals and strategies to focus on at home.</td>
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### 3. Major Outcomes

During 2011 approximately 36 children benefited directly from speech pathology involvement at EGCC. There are numerous success stories for individual children although these are not able to be detailed in this summary.

### 4. Recommendations for the future

In the future it would be beneficial to continue with the type of service delivery which has previously been used at EGCC. It would also be beneficial to:

- Extend and refine the Case Discussion Meetings to ensure that appropriate staff have information about children of concern and so that parents and relevant staff can be involved in planning for significant children.
- Continue to provide Phonological Awareness support through the ‘Getting Ready For School Program’
- Investigate options for providing parent education sessions for children of concern, possibly through the “Hanen: It Takes Two to Talk” parent program.

**Camilla McFarlane  Speech Pathologist**
1. Key Priorities in 2011

During 2011 the priority for Occupational Therapy services at Elizabeth Grove Children’s Centre has been to provide an accessible and sustainable Occupational Therapy service for children and their families. The priority has been to provide a service that recognises the needs of the children and builds the capacity of families and staff who access the centre, to increase children’s development.

2. Strategies and what made a difference

The focus of Occupational Therapy involvement has included:

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<tr>
<td>Providing assessment and then selecting goals for children</td>
<td>Children’s needs were identified and appropriate goals could then be worked on by the OT and preschool/child care staff.</td>
</tr>
<tr>
<td>Providing 1:1 therapy sessions for selected children with their parents</td>
<td>A number of parents were invited to attend one off therapy sessions with their children, with OT following up regularly through the year. The goal of this was to help parents to be involved in their child’s intervention and to give them strategies to work on at home. Sessions focussed on a diverse range of issues including toileting, sensory processing, calming, motor skills</td>
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<tr>
<td>Providing a Parent Education Group</td>
<td>All parents of children aged 0-5 at the centre were invited to attend a toileting group in response to an identified need relating to families experiencing various toileting issues.</td>
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<tr>
<td>SPOT (Speech Pathology &amp; Occupational Therapy Group)</td>
<td>During Terms 1-4 a SPOT group was provided. This was a positive experience which aimed at engaging families and staff to provide children with a regular service to target their therapy goals. There were positive links made between the speech pathologist, occupational therapist, site staff and parents.</td>
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<tr>
<td>Fine motor skills group</td>
<td>During Term 3 and 4 the fine motor skills group was facilitated by the Occupational Therapist. The groups focus was on developing dexterity, hand strength, fine motor control and sensory motor skills of identified children. This was a beneficial way of providing a regular service for children as well as involving staff on a regular basis.</td>
</tr>
<tr>
<td>Case Discussion Meetings</td>
<td>During 2011 case discussion meetings were established to coordinate services for children of concern at EGCC. This was a positive way of working collaboratively with the EGCC Director, EGCC Assistant Director, Through the Looking Glass Representative, DECS Disability Coordinator, DECS Psychologist, Family Services Coordinator and Speech Pathologist.</td>
</tr>
<tr>
<td>Staff training (formal &amp; informal)</td>
<td>Staff were invited to attend an online training course provided by OT called ‘The Traffic Jam in my Brain’. This course increased staff knowledge around sensory processing issues and provided them with strategies to help ‘organise’ children to increase their participation. In addition, OT regularly presented at staff meetings on a range of topics.</td>
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3. Major Outcomes

During 2011 approximately 47 children benefited directly from OT involvement at EGCC. There are numerous success stories for individual children although these are not able to be detailed in this summary.

4. Recommendations for the future

In the future it would be beneficial to continue with the type of service delivery which has previously been used at EGCC. It would also be beneficial to:

- Continue providing regular informal training for staff in an allocated time in staff meetings and during time spent on the floor during sessions and advise staff of upcoming OT based training workshops
- Keep working with staff around ‘engine’ strategies and creating an engine space
- Continue providing SPOT groups and Fine motor skills groups at EGCC
- Extend and refine the Case Discussion Meetings to ensure that appropriate staff have information about children of concern and so that parents and relevant staff can be involved in planning for significant children.

Elizabeth Brauer  Occupational Therapist
Site: ELIZABETH GROVE COMMUNITY CAMPUS CHILDREN’S CENTRE Leader: CATHERINE HONEYCHURCH

The DECS Improvement and Accountability framework (DIAf) states that “validation verifies the quality of site self review processes, the findings of site self-review and the effectiveness of the improvement actions undertaken over the three year cycle”.

I can verify that the self-review processes have met the standards outlined in the diaf policy guidelines: (Evidence Based, Inquiry Focused, Collaborative, Well Managed, Comprehensive, Actioned)

There is substantial evidence that Catherine has led processes that have ensured the DIAf Self Review standards have been met. The panel noted the following;

Evidence based; there has been considerable multiple measures data collected and used including; parent opinion, staff psychological health, DIAf level 2 scan, process data and learner achievement data including TROLL and portfolios.

Inquiry focussed; There is evidence of five significant inquiries that the Director has initiated and led.

Collaborative; As a complex and multiservice centre much effort has been put into establishing forums for collaborative engagement. As well, consideration has been given to develop and embed a collaborative culture.

Well Managed; The panel notes that processes and practices associated with the self review are well managed.

Comprehensive; Self Review processes have accounted for all aspects of the DIAf, all of the new expectations around learning and quality assurance and other issues impacting of the provision of care and education at EGCCCC.

Actioned. The panel noted a number of very significant achievements.

I can verify that effective plans and processes have been developed to address the findings of the self-review. (Clear cycle of improvement developed with issues identified, targets articulated, actions planned, resources allocated, progress monitored and reviewed; plans and processes linked to site Improvement Plan, Annual Report and Performance Plan; evidence of whole site processes and commitment

The panel noted the following;

Planning to support the improvement of attendance.

The development of a vision that encompasses the integration of all services.

Plans that account for and plan to address needs identified through self review data and external accountabilities and improvement agenda including;

literacy, child protection and quality improvement including the national quality standards,

Plans to build the leadership capacity of staff

Plans are clear, collaboratively developed and drive action.
I can verify that improvements in quality of outcomes over time have been evident. (Multiple measures of data demonstrate improvement)

Comments: There are a number of notable outcomes including;

Accreditation through the NCAC in February 2009

Recent validation around the Early Years Learning Framework.

Development of a seamless and fully integrated service.

The relationships of staff.

Thorough reporting processes which include informal and formal two way conversations with staff and parents, reporting twice each year and portfolios.

A perceptible improvement in the calmness of the centre and in particular the active and focused engagement of children.

Other improvements are detailed in the commendations section of this report.

FURTHER COMMENTS:

The panel notes the impressive achievements of the staff at Elizabeth Grove under the leadership of Catherine and Sandra. It appreciated the opportunity to meet a wide range of staff and parents during this validation. Without exception all people who met with the panel were very positive about the achievements of the Children’s Centre. Many staff had done considerable preparation to ensure their interaction with the panel was comprehensive; this was greatly appreciated.

The allied health services add considerably to staff’s and children’s learning. They also add considerably to the quality of targeted intervention offered.

The staff uniform is appreciated by staff and presents a positive image to the community.

The new yard adds considerably to the functionality of the limited space in the Children’s Centre. Consideration of the best use of the Sparklers Room may also be able to assist in this regard.

Special community events are greatly appreciated by parents.

COMMENDATIONS: THE PANEL COMMENDS CATHERINE AND THE STAFF FOR THE FOLLOWING;

- The massive shift achieved in developing a shared vision, the provision of an integrated service and authentic team work.

- The successful implementation of a primary care model.

- Capitalising on the individual speech and OT services by offering assessment and targeted support.

- The development and implementation of a number of intervention programs including; Walk and Talk, Getting Ready for School, SPOT group and Through the Looking Glass.

- Managing transition points such as from care to preschool successfully.
• The development and implementation of policies and agreements such as; Children’s Learning and Assessment Protocol, Case Management model, TEACH, primary care giving model and performance processes that connect staff with the Children’s Centre’s agreements and improvement agenda.

• The strong focus on professional development.

• The effective meeting structure that connects and engages all staff.

• Inquiries in Aboriginal Cultural Studies, Early Years Learning Framework and Circle of Security

• The impressive conceptualisation of embedding the future work relating to the National Quality Standards in the DIAF.

• The early and thoughtful adoption of new expectations and initiatives.

• The positive partnerships that have developed with the CCC and outside agencies.

RECOMMENDATIONS: The panel notes that many of the following recommendations are intended to affirm current work and recommend that Catherine and staff build upon these current priorities. The panel recommends that there is a;

CONTINUED HIGH PRIORITY FOCUS ON DEVELOPMENT OF LITERACY PRACTICE AND PROGRAMS THROUGH ONGOING STAFF PROFESSIONAL LEARNING.

• Continued focus on your current work around the National Quality Standards.
• Continue to build process data to ensure processes and programs are effective.
• Continue to build upon processes that support transition and continuity of learning from your Children’s Centre to school.
• Continue to build the involvement and engagement of parents with a strong emphasis on building their capacity.
• Build transparency and promote what staff are doing with the community.
• Continue to develop the capacity and profile of non teaching staff.
• Explore opportunities to offer a wider service to the broader community.
• Continue to work with other agencies developing programs to find and refine use of space on campus.