



# Taikurrendi Children and Family Centre Annual Report 2014



*Taikurrendi [pron: Tie-ka-rendi] comes from the Kurna language meaning 'to be mixed, together.'*



**Government of South Australia**  
Department for Education and  
Child Development

## 1. CONTEXT

<b>Preschool Name:</b>	Taikurrendi Children and Family Centre	<b>Preschool Number:</b>	5987
<b>Preschool Director:</b>	Catherine Cavouras	<b>Partnership:</b>	Beach Road

### Na marni meyunna ‘welcome everyone’

*We would like to acknowledge the land on which our preschool is situated on is the traditional lands of the Kurna people and that we respect their spiritual relationship with their country. We also acknowledge the Kurna people as the custodians of the Adelaide region and that their cultural and heritage beliefs are still as important to the living Kurna people today.*

The Taikurrendi Children and Family Centre [Taikurrendi] was developed in partnership with DECD and the Federal government through the Indigenous Early Childhood Development National Partnership. It brings together education, health and family services. Taikurrendi Children and Family centre is an integrated Early Childhood site that delivers education and support services for children, families and community in an holistic way.

Taikurrendi Children and Family Centre incorporate a committed focus on supporting Aboriginal families with young children to provide the best possible start in life.

The centre is located on site at Christies Beach Primary School.

#### Our Vision

Taikurrendi Children and Family Centre is a safe place for every child and family, where culture will develop and thrive. Partnerships and relationships are created as we lead new ways and opportunities through staff, children and family's education and learning. We will always aspire to reflect a socially just environment that values the identity of our community.

#### Our centre values are:

- **Relationships and Friendship** – are at the foundations of our work with children, families and our community
- **Belonging** - all children, families and staff are culturally safe, connected and embraced.
- **Kindness** – everyone will be treated with kindness and it is what we expect from our staff, children and families
- **Courage** – We encourage our children , families and staff to be courageous as we strive together in education with innovation and creativity.

#### Our guiding principles:

- Every voice needs to be heard through active listening
- We can learn from each other as we share knowledge and experiences
- We are committed to showing Respect to all staff, children and families
- We want to be open minded to new ideas, and actively seek feedback about our service
- We expect staff ensure that confidentiality is an an important quality of our centre
- Trust is the foundation of a good team when working with children and families

- We will deliver our programs and services with clarity and be transparent in our work practices
- Being kind to each other and our ourselves when we experience conflict and disagreement

Developing these underpinning principles was critical to the process of determining how the centre operates and the practice that supports engaging community in education and sets a framework to reflect on practice and work towards improvement.

## 2. REPORT FROM GOVERNING COUNCIL

Melody Schestakov, chairperson

In 2014 Taikurrendi Parent advisory group included- Kate Holmesby, Allan Odgers, staff rep Rachel Reeve and Director, Catherine Cavouras. I'd like to thank those parents/carers for their time and input into supporting the children, families and staff of the preschool. As a group we were able to be kept in the loop about how the whole centre was running and got a really good understanding about the different work that happens every day in a busy site. We also drafted and finalised some important preschool policies and guidelines including the Healthy Eating and Sunsmart Policy. As chairperson I was also able to be on the panel for the Director's position which was successfully won by Catherine Cavouras for the next five years. 2014 was an interesting time to watch the centre really start to develop- moving into full time preschool, employing extra staff and of course ensuring programs run outside of the preschool were supporting our whole community. I like the rest of the group felt privileged to work closely with the people that have so much love and care for our community and especially our children and I feel confident that the preschool is going to continue to provide a high level of education and care into the future. I encourage all families to get involved and support the centre, it is something really special. All the best for 2015.

## 3. HIGHLIGHTS 2014

In our second year of operating Taikurrendi preschool began full time from term 1. In consultation with families sessions were divided into two groups. Group 1 : Mon/Tue /odd Fri am and Group2: Wed/Thurs/even Fri am. This was to support teacher /educator relationships and consistency with groups. Flexible options were made available to support families when required. The preschool children then through a democratic process chose the names of these groups.

Group 1 became the Kookarki group [from the Kurna language meaning kookaburra]

Group 2 became the Nhaalha group [from the Kurna language meaning echidna]

Preschool had a range of experiences that have supported children's learning throughout the year. Some highlights include :

Walk and Talk in our community and pretend play sessions supported by Allied Health Speech Therapist and Occupational Therapist.

Participation with Christies Beach Primary School events; assemblies, Book Week and Sports Day.

Artist in Residence making our own wooden block resources and an excursion to Tandanya Cultural Centre.

Family gatherings with our PACE team to support connections with our staff team.

The children's favorite included the disco and campfire singing with the Elders.

Each child participated in the Aboriginal and Torres Strait Islander (ATSI) cultural learning program that fosters greater understanding and knowledge of ATSI cultures through language, songs and dance.

#### 4. QUALITY IMPROVEMENT PLAN

Quality Area 1: Educational program and practice

Quality Area 2: Children's Health and Safety

Quality Area 3: Physical environment

Quality Area 4: Staffing arrangements

Quality Area 5: Relationships with Children

Quality Area 6: Collaborative partnerships with Families and communities

Quality Area 7: Leadership and service management

In 2014 our QIP addressed 5 of the 7 quality areas.

< A succinct report on the key actions towards the priorities identified in the annual self-review and Quality Improvement Planning (QIP) processes, including achievements and next steps. >

<Include a report on the effectiveness and outcomes of the Building Teacher Capacity funding for targeted professional learning: Reflect Respect Relate.>

#### 5. INTERVENTION AND SUPPORT PROGRAMS

##### **Preschool Support [DECD]**

Preschool support is an allocation of funds from DECD to support children with their learning. It is through a referral process that children are 'flagged' by educators and then referrals with family permission ensures the appropriate assessments are undertaken and support implemented into the learning program. Taikurrendi preschool staff work closely with DECD Speech pathologist, psychologist and support coordinator by attending professional learning and implementing targeted strategies to the referred children. Peta Gill (ECW) was employed specifically to support children in the preschool. The range of areas she covered included, transitions, individual speech programs, small group activities, engagement activities that foster social skills etc. Taikurrendi preschool had 6 children referred in term 4 accounting for 8.0 hrs of support across the program week.

**Taikurrendi CFC Family Services Coordinator: Anna Becker 0.8 FTE**

Throughout 2014 I was involved in diverse work across the centre focusing on relationships and families connectedness to Taikurrendi Children and Family Centre. I was involved in co-facilitating group programs, such as Circle of Security Parenting and Bringing Up Great Kids with a focus on relationships, attachment, social and emotional wellbeing. Through the provision of on-going individual and family support and counselling I was able to connect families to the most appropriate services, providing follow up, advocacy, working in partnership with families and other services to provide relevant information and supports.

**Snap shot of 2014:**

- Co-facilitation of Circle of Security program with Allied Health colleagues,
- Co-facilitation of Bringing Up Great Kids parenting program with Allied Health colleagues,
- Joining Hands and Minds Network Membership,
- Facilitating Taikurrendi's Community Playgroup,
- Ngartunna Patpangga Steering Committee,
- Family Contact Playgroup Working Party,
- Provided one on one support and counselling to individuals and families,
- Developed and facilitated school holiday programs,
- Assisted in the facilitation of SOLE Mum's Playgroup,
- Facilitated the Deadly Families- Cooking Together program,
- Ensured Foodbank availability to all families,
- Collaborated with the PACE program to deliver Community BBQ's throughout the year,
- Co-facilitated a Baby Massage program,
- Organised and facilitated a Reconciliation Week Event at Ramsay Place,
- Rain, Hail or Shine Exercise Group,
- SOLE Education sessions- parenting, healthy relationships and domestic violence,
- Southern AOD and MH Community Practice Forum.

**Taikurrendi Community Development Coordinator: roll not filled in 2014**

**Allied Health**

**Occupational therapist: Johanna DeKort 0.4 FTE**

**Speech Pathologist: Martine Carpenter 0.2 FTE**

**Bringing Up Great Kids** program parenting program developed by the Australian Childhood Foundation for a range of parents including those who might be considered 'vulnerable' or 'at risk'. The program uses mindfulness reflection to support parents to review and enhance patterns of communication with their children, to promote more respectful interactions and encourage the development of children's positive self-identity. It aims to identify and address the sources of unhelpful or hurtful attitudes held by parents. It also works to establish a new relationship context for children and their parents through facilitating opportunities for positive exchanges. The program draws from child-centred and strengths-based perspectives, neurobiological development, attachment theory and narrative approaches.

**Clinical Supervision-** The occupational therapist attends monthly supervision with her clinical lead in Occupational Therapy. Clinical supervision provides staff the opportunity to review practice and clinical or professional issues under guidance, continually develop and improve clinical skills,

improve decision making and enhance clinical competence within their scope of practice thus enhancing work satisfaction, reducing work stress, promoting quality professional standards and best practice outcome for staff and clients.

**Individual Occupational Therapy service-** Occupational Therapists support children's optimal participation in performance of daily activities. This may involve strengthening of play skills, fine and gross motor skills, concentration and self-regulation skills. This is achieved by providing adaptations to the environment, modification of tasks, opportunities to practice skills, educating and supporting others to support children in these tasks.

**Individual Speech Pathology service-** The allied health staff share specialised knowledge that supports Children's Centres staff in identifying children at risk of developmental delay and support staff and parents in promoting children's optimal development. Speech Pathologists assist with all aspects of communication including development of speech, language, literacy, signs, symbols and gestures and can also assist with issues around eating and drinking.

Leadership Meeting/ Core Leader Core Leaders' Meetings (Formal meeting- generally 3 per term) was introduced to improve a team approach in supporting children and their families. Educational Leaders, along with the Families Services Coordinator, Community Development Coordinator and both the Speech Pathologist and Occupational Therapist from Allied Health have the opportunity to provide updates, contribute to planning and leadership and to a holistic approach to the support of individual children.

**Performance Review and Development (PR&D)** is an opportunity to engage with allied health staff and recognise local achievements. It is also important for the continuous development of all Southern Adelaide Local Health Network (SALHN) staff in providing high quality services to our community. All allied health staff should have a PR&D session with their manager every 12 months. The PR&D process provides an opportunity for staff and their managers to mutually recognise achievements determine priorities and identify any professional development that may be required.

**Playgroup** – Playgroup offers a safe and stimulating environment where parents with young children can come to play and interact with each other and the environment. The group is facilitated by the Speech Pathologist and an Early Childhood Worker in the Community Room at the Children's Centre. The group provides opportunities for free play both inside and outside, a time for a healthy snack of shared fruit and then group song and story time at the end of the group lead by the Speech Pathologist. The group offers a predictable structure so children and their carers can learn the routine of what comes next. Playgroup for families and children from birth to 5 years old was offered for 9 weeks of term 2. The playgroup runs every Tuesday morning from 9:30am to 11am.

**Pretend play** – the Speech Pathologist and occupational therapist facilitated fortnightly Pretend Play. The aim of the pretend play sessions is to facilitate pretend play around a theme for the week (fortnight). Themes included shopping, cooking, camping, bugs and insects and bathing/dressing and toileting, etc. The allied health staff plan to use Marte Meo principles and techniques of naming, confirming, following children's leads and linking up to assist with communication, physical and social development. As a result we expect children will demonstrate an increase in vocabulary and language use and appropriate social play. Development/ Background: By three and four years, children enjoy pretending: that things are something else and that they are someone else; like a mummy or daddy, a train driver, a police person or a shopkeeper! By this age/stage pretend play becomes more involved. Children pretend in many different ways by dressing up, role playing, making a cubby, having a tea party or playing with a farm set. "Mealtime" is now setting the table, cooking, serving, eating and washing up. They may show a book to a doll or ask teddy if he "wants more". They can substitute objects such as a block for a car or a hat for a boat. In preschool years you see the most pretend play. Children can take on several roles at once (e.g. mother, father, baby) and play out ideas they have seen on TV like space travel. Stories can be very detailed and full of

fantasy. Pretend play helps children learn about social roles and rules and they can practise doing things, which might be scary or difficult, in a safe environment. Pretend play also develops language skills and an ability to plan ahead, problem solve and think creatively. With practice, children learn to play socially – initially alongside others, sharing with others and gradually in cooperation with others to plan and make up all kinds of games. This type of play helps prepare them for more complex roles in life as they journey in their development.

**Southern Primary Health Occupational Therapy Meetings** Two monthly meeting are scheduled each term to which all of the Southern Primary Health Occupational Therapists are invited. This is a professional forum where Information is shared about waiting lists, new resources, challenging clients, professional development etc. This meeting is attended by 5-6 Occupational Therapists.

**Southern Primary Health Speech Pathology Meeting-** Monthly meeting attended by all Southern Primary Health Speech Pathologists. Information is shared about waiting lists, new resources, challenging clients, professional development etc. The meeting is attended by 8-10 regional Speech Pathologists.

**State-Wide Allied Health in Children's Centre's Meeting.** A bi-termly meeting of off allied health practitioners in Children Centre's to reflect, review and plan for services relating to allied health in children centres program. The International Centre for Allied Health Evidence (iCAHE) has been involved in the allied health program in Children's Centre's over the past number of years in various capacities. SA Health, DECD and iCAHE have worked together in supporting Allied Health staff in Children's Centre in their professional development and evaluation of their services. A number of projects have occurred and documents developed by iCAHE. Occupational therapists, speech pathologists and other allied health staff are employed to provide an allied health program specifically tailored for Children's Centres. The current program works from a primary prevention and early intervention approach to build the capacity of Children's Centre staff and parents to support children's optimal development. Activities include: developmental screening, staff development sessions, parent consultation, parent and child group programs, short term intervention for children, development of referral processes and resource packages.

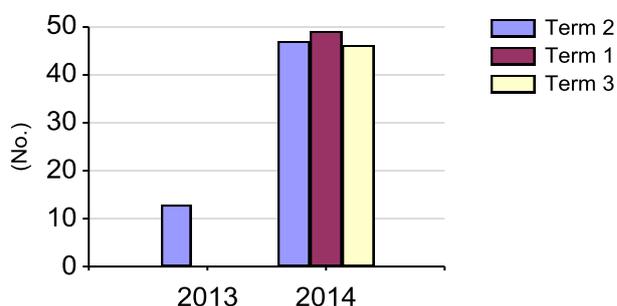
**Supervision of Student Placement-** The occupational therapist supervised a student in their: A student from Flinders University in their final year post graduate Master's Degree placement titled: 'Transition to Professional Practice' topic. The placement provided an opportunity for student to undertake in-depth study in an area of personal interest related to research, evaluation, quality management or development of an innovative resource or intervention relevant to occupational therapy. Students were supervised to develop an industry generated project plan and then work independently over the final 6 weeks of their occupational therapy course to complete the project with minimal supervision (but collaborating with agency sites as required). Students presented their work at a seminar which also focused on assisting the student to transition to being a practitioner.

**Walk & Talk** Typically run as an event at the centre, the aim to increase physical activity whilst providing an opportunity for supported social connection and conversations between children, parents and staff.

## 6. STUDENT DATA

### 6.1 Enrolments

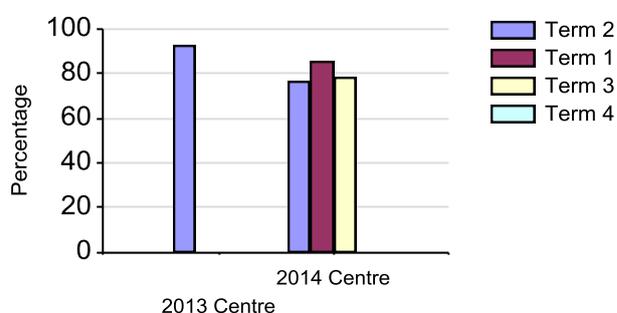
Total Enrolments 2012 - 2014



In 2014 Enrolments remained steady due to the implementation of DECD's 'Same First Day'. Given we have a number of preschool sites in the local area as well as established childcare it is reasonable to reflect that most families in the area access these sites and numbers will be reflective of this. Some of our enrolments extend across a wide geographic location from Morphett Vale to Seaford. Our enrolments included eligible 4 yr olds, ATSI 3 year olds, an extended entry and 2 early entry enrolments reflecting the diversity of family accessing the preschool program.

### 6.2 Attendance

Attendance Percentages 2012 - 2014



While attendance remained consistent a number of factors impacted on a decrease from the previous year. In 2014 the preschool became full time and had the times available for accessing 15 hrs Universal access was split into 2 groups. This was done to support relationship building with educators and peers. The fortnightly Friday half day saw significantly lower numbers (due to family choice, families unsure about which Fri session was there's and ATSI 3 year olds ineligible for the extra session). We will review this for 2015 to support attendance for all our children.

### 6.3 Destination – Feeder Schools

Feeder Schools			
Site number - Name	Type	2013	2014
0921 - Christies Beach Primary School	Govt.	90.9	100.0

1071 - Moana Primary School	Govt.	9.1	
Total		100.0	100.0

This table is incorrect- in 2014 feeder schools also included

- 1-Flaxmill
- 1-Seaford
- 1-St John the Apostle
- 2-Port Noarlunga
- 1-Prescott

However the majority of children went to Christies Beach PS- due to proximity, choice and siblings already enrolled.

## 7. CLIENT OPINION

In 2014 we did not undertake the DECD Parent Opinion survey. We did however collate responses from end of year Statements of Learning, and provided children with opportunities to reflect on their learning and their level of wellbeing. provide two after preschool information and feedback events per term with all our families and through strong relationships with families we were able to garner perception data regarding level of positive engagement and happiness with their child's learning in the preschool program.

To everyone at Toukurrendi,

Thank you for taking such good care of Marlon & Elroy this year.

Your playgroup was a lifeline when we first moved to the area and now we are so grateful to have such a **thank you** wonderful place for the boys to continue their learning journey. We appreciate that you see our kids for the unique individuals that they are and interact with them in such positive ways.

Wishing everyone all the best for 2015,

the Smith family 😊

## 8. ACCOUNTABILITY

In 2014 the DECD requirement for compliance regarding child protection led to a number of processes put in place to provide a safe learning environment for children in our care. All staff employed on site had current or undertook updating of the DCSI Criminal History Screening (CHS). This included relief staff and other professionals that undertook work in the preschool program eg. kindy photographer, artist in residence. These documents were sighted by Director and hardcopies kept in site records. Staff and 'visitors' also went through induction including Protective Practices, Due diligence and responsibilities as mandated notifiers. An audit of these processes will be undertaken by DECD staff in 2015.

## 9. FINANCIAL STATEMENT

	Funding Source	Amount
1	Grants: State	612,815.75
2	Grants: Commonwealth	-
3	Parent Contributions	10,252.15
4	Other	14,752.37


**PRESCHOOL FINANCIAL STATEMENT AS AT YEAR ENDED 31 DECEMBER 2014**

 PRESCHOOL NAME: TAKURRENDI CHILDREN AND FAMILY CENTRE

 PRESCHOOL NUMBER: 5987
**RECEIPTS AND PAYMENTS FOR THE TWELVE MONTHS ENDED 31 DECEMBER 2014**

OPENING BALANCE		\$
<b>1</b>	<b>Opening Balance (Cash Balances as at 1 January 2014)</b>	
1.1	Cash at Bank	\$ 14,773.69
1.2	SASIF Investment	\$ 79,692.04
1.3	DECD GB December 13 - banked 2014	-\$ 4,924.42
1.4	ATO December Gst refund - banked 2014	\$ 833.00
1.5	Petty Cash (FSC and Preschool)	\$ 400.00
	<b>Total Opening Balance (A)</b>	<b>\$ 90,774.31</b>

RECEIPTS		\$
<b>1</b>	<b>DECS Grants</b>	
1.1	Total Recurrent Funding (from Cashflow Statement)	\$ 327,315.08
1.2	Other DECD Grants - Children's Centre funding	\$ 210,644.00
1.3	Other DECD Grants - Energy/Elect test	\$ 890.09
1.4	Other DECD Grants - Centre reimbursements 2013	\$ 22,384.00
1.5	Other DECD Grants - Partnership/TRT reimbursements	\$ 13,425.58
1.6	Other DECD Grants - Ab ECW 2014	\$ 38,157.00
	<b>Total DECS Grants</b>	<b>\$ 612,815.75</b>
<b>2</b>	<b>Parent Contributions</b>	
2.1	Amenities Fees (including sessional and pre-entry fees)	\$ 5,980.00
2.2	Occasional Care Fees	\$ 2,527.15
2.3	Kindy Photos	\$ 1,585.00
2.4	Donations	\$ 160.00
	<b>Total Parent Contributions</b>	<b>\$ 10,252.15</b>
<b>3</b>	<b>Fundraising Income</b>	
3.1	Fundraising (Gross Income)	\$ -
	<b>Total Fundraising Revenue</b>	<b>\$ -</b>
<b>4</b>	<b>Other Operating Revenue</b>	
4.1	Non DECS Grants -	-
4.2	Interest (Bank & Investment)	\$ 1,266.62
4.3	Contribution from CBPS for fencing	\$ 3,000.00
4.4	Refunds - SA Water	\$ 103.00
4.5	CDC MyTime claims	\$ 2,199.15
4.6	Kindy Clothing	\$ 163.62
4.7	GST Payable/Refunds (inc Dec 14 refund \$182 banked 2015)	\$ 8,019.98
	<b>Total Other Operating Revenue</b>	<b>\$ 14,752.37</b>
	<b>TOTAL RECEIPTS (B)</b>	<b>\$ 637,820.27</b>

<b>TOTAL FUNDS AVAILABLE (C) = (A)+(B)</b>	<b>\$ 728,594.58</b>
--	----------------------