



# Taikurrendi Children and Family Centre 2016 Annual Report to the Community



Government  
of South Australia  
Department for Education  
and Child Development

Taikurrendi Children and Family Centre Preschool Number: 5987

Partnership: Beach Road

**Name of Preschool Director:**

Catherine Cavouras

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**Name of Governing Council Chair:**

Peta Gill

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**Date of Endorsement:**

01 March 2017

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## Context and Highlights

Na marni meyunna- welcome everyone. We would like to acknowledge the land on which this centre, a place of learning and coming together, is built on the traditional lands of the Kurna people and 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.

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

Taikurrendi Children and Family centre is a DECD integrated site co located at Christies Beach Primary school and began operating in April 2013. Capital works and operational grants funded by the Federal Government through the Indigenous Early Childhood Development National Partnership ended in July 2014 with DECD providing recurrent funding onwards. Taikurrendi CFC has a commitment to engaging strongly with Aboriginal and Torres Strait Islander children and their families.

Our Vision

Taikurrendi Children and Family Centre is a safe place for every child and family, where culture will develop and thrive.

Partnerships and ongoing relationships are fostered to support opportunities for children, family and the community engaging and learning in education. We will always aspire to reflect a socially just environment that champions the rights of all children and values the identity of our community.

2016 highlights

Taikurrendi children have over the year engaged in experiences that provide an opportunity to connect to community to explore and extend their learning. We have experienced bush kindy in Kupto forest and beach kindy at Christies, we connected with our sister kindy Christies North and our Christies Beach primary school friends at assemblies and special events including Book Week. We went on regular walk and talks within our neighbourhood and participated in Reconciliation and NAIDOC week sharing understandings and celebrating with our Indigenous community.

The preschool children also connected with our whole site team including cross over with playgroups, the Elders and Young Mum's group that enhanced connection with community. All children have experienced in the learning program Aboriginal and Torres Strait languages through stories, song and dance.

Some of the children's favourite experiences included, cooking in the new mud kitchen, learning about silk worms and jumping in the puddles at bush kindy.

## Report from the Governing Council

2016 has been a special year for Taikurrendi but also for my family. I have been lucky enough to be part of Taikurrendi growth since my daughter Ruby started playgroup 2012 which was in a classroom of Christies Beach PS, this was before Taikurrendi was built so just as Taikurrendi has grown and developed so has my daughter Ruby who has now finished her preschool year. The parent advisory group (PAG) met twice a term usually meeting during a 'Play and Stay' which meant that children and often siblings could come along and enjoy the wonderful outdoor learning space. Some of the major decisions were around financing upgrades- eg air conditioning installation in the allied health area or utilising funds to support projects within the preschool program- eg bush kindy and participating in community events. Being involved in the PAG also helped me understand the complexities of the centre and some of the associated programs that we as a community could tap into. 2016 was also a time of reflection and support as the preschool went through the Assessment and rating process which had a significant impact on strengthening the direction that the preschool had to take. The staff team responded with resilience and moved into actioning recommendations. It was no surprise to families that staff achieved a rating of Exceeding for Relationships and Community engagement and this I think is what draws children and families to Taikurrendi and it is something we know will support our children as learners but also as participants in our community. I encourage families to be involved in supporting your child's learning and the PAG is a good opportunity for that. On behalf of the 2016 PAG group I would like to thank the whole staff team for the work they have done and the fun we have had along the way and also extend a personal thanks for allowing me to share in the growth of Taikurrendi.

## Quality Improvement Planning

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 2016 our QIP addressed 3 of the 7 quality areas ie QA 1,2 and 7. A focus of improvement was to establish an effective planning cycle and work towards programming learning experiences that were lead by children's interest and documenting the learning. Transition and Sustainability also provided the opportunity for educators to reflect on their practice and embedding these practices in the learning program.

Taikurrendi preschool program underwent Assessment and Rating in March 2016. We achieved Exceeding in QA 5: Relationships with Children and QA 6: Collaborative partnerships with Families and Communities Meeting in QA 3: Physical environment, QA 4: Staffing arrangements and working towards in QA 1: Educational program and Practice, QA 2: Children's Health and Safety and QA 7: Leadership and Service management. from this our QIP was refined to work strongly towards the recommendations from this assessment.

Post report and processes in place

- After receiving the draft report; we undertook a process of communicating with colleagues, Beach Rd ECL/ ED and whole staff to unpack the elements and begin the process to work towards improvement recommendations. This is now part of our regular staff meeting process.
- As an integrated site we have processes that support whole site implementation of priorities ie 'sustainability' where we have an expectation that all programs/users are working towards achieving this authentically ie our focus on food waste- identified in a site audit we undertook, with preschool being one program of our centre we move though implementation purposefully to ensure as a site we embed understandings- so that will happen over time.
- Our Evac /Invac processes and documentation are in place and while the recommendation was that both preschool groups should undertake Evac and invac's –potentially 4 a term- co location on a school site (if this is undertaken with purposefulness) is logistically challenged- so as a co-located site we will assess these processes and undertake them with consultation and collaboration with the school, program/facility users and whole staff team. Is it identified that some regulatory processes need to have considerations to accommodate this?
- Performance development was identified in our current QIP- so no surprise except that as a new site it has been a core focus to ensure collaborative professional learning has been a priority to establish 'ways of working'. And we know that as John Hattie has identified, 'the strongest element of supporting learner outcomes is collaborative educator practice'.
- We have tabled the report (when in draft form) to our Parent Advisory group and Leadership team for comments and suggestions and had a closure day in term 4 facilitated by Mim Belovarac (Director Tinyeri CC) to strengthen our work towards achieving Exceeding in the QA areas identified.
- We are encouraged by the support around us from community and colleagues (far and wide and across sectors) that have a very strong understanding of the way we work everyday, the outcomes we achieve and the way we go undertake the intention of our site to support whole community.

We have developed and actioned many of the recommendations highlighted in our Rating and Assesment as well as continuing the important ways of working with our children, families and community to ensure that we maximise learning outcomes and family/community engagement in education.

## Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2014	49	47	46	48
2015	41	42	45	50
2016	53	55	59	

Based on person counts in the two week reference period each term. Excludes pre-entry. Source: Preschool Data Collection, Data Management and Information Systems.

## Enrolment Comment

In 2016 we saw growth in enrolments capped at 60- ensuring that we could remain having two groups of 30 children Kookarki (Mon/Tue +Fri am) and Nhaalha (Wed/Thurs + Fri am).

The majority of families coming from our immediate surrounding suburbs and including a strong cohort that have siblings at Christies Beach PS.

We also has a high number of Aboriginal and Torres Strait Islander three year old children that accessed Early entry. This supports the increase over the terms as places were available to have a 'continuous' albeit small number of available places as well as supporting emergency referrals/requests by DCP and Coolock House.

## Attendance

Year	Term 1	Term 2	Term 3	Term 4
2014 Centre	85.7%	76.6%	78.3%	77.1%
2015 Centre	82.9%	83.3%	82.2%	72.0%
2016 Centre	88.7%	83.6%	169.5%	
2014 State	90.0%	88.9%	86.1%	87.1%
2015 State	90.5%	88.7%	86.3%	86.3%
2016 State	89.6%	88.7%	87.7%	

Based on attendances recorded in the two week reference period each term, and calculated to an average unadjusted daily attendance (deemed attendance). Attendance percentages are based on the calculated deemed attendance (integer), divided by the number of enrolments. Excludes pre-entry. Note: Figures have been revised for previous years, using integer deemed attendance not decimal. Source: Preschool Data Collection, Data Management and Information Systems.

## Attendance Comment

\*2016 attendance centre term 3: error

Attendance in general has been good and most non attendances are usually explained. Families are communicating with us regarding why children are absent. The number of ATSI three year olds in our preschool program does impact on overall attendance given their entitlement of 12hours. Half day Friday is also a factor in this with many families opting for other full day care if working and families that access public transport or walk may not access Friday half day if weather is inclement. From term 2 onwards we made a decision to open the Friday session each week to both Kookarki and Nhaalha groups to increase utilisation. This had a very positive effect firstly increasing attendance but secondly enabled the opportunity for both groups of children to cross over and be together for that session- opening up friendship opportunities and extending educator connections for the children.

## Destination Schools

Feeder Schools (Site number - Name)	2014	2015	2016
0313 - Old Noarlunga Primary School	0.0%	2.7%	0.0%
0362 - Port Noarlunga Primary School	0.0%	0.0%	6.5%
0640 - Hallett Cove School	0.0%	0.0%	3.2%
0921 - Christies Beach Primary School	100.0%	81.1%	64.5%
1019 - Christie Downs Primary School	0.0%	2.7%	0.0%
1071 - Moana Primary School	0.0%	2.7%	0.0%
1207 - Seaford K-7 Birth-Y7 Campus	0.0%	0.0%	3.2%
1855 - Seaford Rise Primary School	0.0%	0.0%	3.2%
1907 - Reynella East College	0.0%	2.7%	0.0%
6344 - St John's Grammar School:Junior S	0.0%	0.0%	3.2%
8005 - Calvary Lutheran Primary School	0.0%	2.7%	0.0%
8390 - Prescott College Southern	0.0%	2.7%	0.0%
9014 - St John the Apostle Catholic School	0.0%	2.7%	12.9%
9756 - All Saints Catholic Primary School	0.0%	0.0%	3.2%
Total	100%	100%	100%

## Destination Schools Comment

Taikurrendi experienced an increase in enrolments and hence the number of feeder schools increased. Christies Beach PS continue to be our main feeder school however a marked increase in Taikurrendi children transitioning into non government schools. We have collaborated with a number of these sites to support continuity of learning and also communicating understandings regarding 'mid year' intakes and recognising the opportunities that a full year of preschool can support for our learners. The increase in families traveling from Seaford to access our learning program was generally due to housing affordability and/or supported housing.

## Client Opinion Summary

In 2016 we were able to collect a range of data to inform how we best work with our children and families. We did not utilise the DECD online survey- although this will be an element of collecting feedback from our families in the ensuing years.

Family connections and engagement

\*information gathered at 'Play and Stay' event, IEP information sharing, whole site community events and regular one on one conversations with families.

Educators and our allied health staff team work to ensure that strong relationships are fostered and supported. families have indicated that communication and availability of staff to engage in conversation on a range of levels is a strength of the team.

There have been a number of situations where families have disengaged for a variety of reasons and the educator team, generally lead by the Director (Catherine) have been able to repair the relationship and families have re engaged back to the site, supporting children's continuity and connection to learning.

Feedback and comments received by families and community was used to inform and renew/redevelop Taikurrendi's vision statement and purpose during our closure day in term 4. To be followed up in 2017. The three strongest comments when families and community were asked- 'What does Taikurrendi mean to me?' was:

-Connection-Family-Belonging

We also received from most families comments on their child's end of year Statement of Learning supporting feedback and general comments regarding their child's learning and again a strong element of belonging while at Taikurrendi. and a final supporting comment from the Lewis family

'Thankyou so much for the experience and the commencement of the Kaurna journey and just the genuine welcome you have given us this year. Taikurrendi will always be a special place for us.'

'Go neiri An Bothair Leat' (May the road rise to meet you' an Irish Blessing)

## DECD Relevant History Screening

Taikurrendi preschool and all site programs conform with DECD mandated requirements necessary to work with children on our site.

All staff have up to date RHS and administrative processes in place so that these are checked regularly.

The site was able to support individuals/volunteers/students to obtain their RHS (now an online process) and utilised allocated funds, within budget to fund this process.

## Financial Statement

	Funding Source	Amount
1	Grants: State	\$693,395
2	Grants: Commonwealth	n/a
3	Parent Contributions	\$9,143
4	Other	\$1, 427

## 2016 Preschool Annual Report: Improved Outcomes Funding

Improved Outcomes Category (where applicable to the site)	Briefly describe how the 2016 funding was used to improve the relevant DECD Standard of Educational Achievement * outcomes (where applicable):	Outcomes achieved or progress towards these outcomes:
Improved outcomes for numeracy and literacy	Takurrendi CFC staff (all inclusive) engaged in whole Partnership days to access professional learning in relation to Results Plus. All staff participated in a range of PL to support understandings and action recommendations regarding implementation of Numeracy and Literacy Indicators. Preschool staff supported outside preschool hours family events to communicate learning and engage in family connections.	New preschool programming and practice processes Developing understandings regarding data collection-processes to be actioned in 2017 Increased family engagement.
Improved ECD and Parenting Outcomes (Children's Centres only)	Preschool and Occasional care staff engaging in ECA modules and preschool staff utilising Partnership PLC's to engage in Inquiry (Transition, Play based Learning and New leaders .	
Improved outcomes for children with disabilities	n/a	
Improved outcomes for children with additional language or dialect	n/a	

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