Clare Valley Children’s centre views children as capable confident learners. With our philosophy in mind we endeavour to provide learning environments that promote curiosity and wonder. We have a fabulous outdoor learning environment which is large; child focussed and provides many opportunities for challenge, risk-taking and social development. Our aim is to provide an environment which promotes a love and deep appreciation for nature and the environment. We believe that children will grow a true appreciation for nature and its elements by playing, nurturing and working outdoors. The indoor environment is an essential component for maximizing learning experiences too. We create a learning space that intrigues, invites, and stimulates many senses. We want to spark interest in children by heighten the overall feel of the room by bringing the outside in and adding elements to enhance the senses. We want to motivate everyone who enters our space and stimulate those that occupy our space.

This year we were fortunate to be recognised for our hard work and we received a S.A Regional Award in the Education category. We would like to thank the person who took the time to nominate us.

We are extremely proud of the work of our staff and management. They are a hardworking dedicated team who are passionate about Early Childhood and making a difference for families in our community. We strive to ensure our centre is providing High quality Care and education. We work really hard at building relationships with not only our families and children but with the wider community too.

We would like to Thank the families who supported us or any occasion throughout the year, in one way or another, whether it was big or small, every bit helps.

Clare Valley Children’s centre

Director - Amanda Narroway
Assistant Director – Jane Leslie
(Jane took Maternity Leave in October and Michelle Mengersen won this position for one year)

Kindergarten –at the beginning of 2014 we were staffed with
2.4 teachers
2 Early Childhood Workers
10 hours preschool support,

Child Care
32 hours level 2 Clerical,
32 hours per fortnight Finance Officer
4 Child Care Team leaders
10 Core Child Care staff
8 part-time relief staff,
1 Cook and Relief Cook

Staffing has generally been consistent this year with only a couple of staff leaving for personal reasons. We did need to change staff across rooms at times, resulting in changes in Primary Carer Givers.
Consistency is the key—ensuring strong relationships occur between educators, families and children.
Together we play together we learn

WHY PLAY????

- Enhances dispositions such as curiosity and creativity
- Stimulates a sense of wellbeing
- Enable children to make connections between prior experiences and new learning
- Assists children to develop relationships
- Assists children to develop concepts
- Allows for the expression of personality and uniqueness

We value

- Children’s voice
- Their intellectual capabilities
- Trusting children
- Humour and Fun
- Natural environment
- Relationships
- Wellbeing
- Community
- Sustainability Practices
- Lifelong learning

Learners

104 place integrated Community based Long Day Care and DECD Kindy
190 families

Kindergarten

We started the year with 78 Kindergarten and this stayed consistent throughout the year.
We work in two groups Monday/Wednesday and alternative Fridays and Tuesday/Thursday and alternative Fridays –this helps with regular contact of primary care givers and the continuity of the program for children.
Kindy children have a choice of hot lunches or to bring their own lunchboxes.

Before and after Kindy care
6 school buses are accessed by 23% of Kindy children

Child Care 0-6yrs

Under 2’s Room –on average approx. 40 Babies utilised our services throughout the week.
Over 2’s Room –on average approx. 78 children utilised our services throughout the week.

Over 4’s Children- The single intake has made a big impact on our childcare numbers for each room. We started the year with approximately 5 children each day integrated in our Kindy programme. In the term children turn four we move them to the Kindy room to allow space for younger children to transition into the next room. Term 4 saw us having 15-20 children integrated with our Kindy program.

Kindy enrolments

<table>
<thead>
<tr>
<th></th>
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<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>attendances</td>
<td>82</td>
<td>77</td>
<td>79</td>
<td>83</td>
<td>68</td>
<td>68</td>
<td>62</td>
<td>67</td>
<td>64</td>
</tr>
<tr>
<td>Enrolments</td>
<td>86</td>
<td>86</td>
<td>90</td>
<td>90</td>
<td>74</td>
<td>77</td>
<td>76</td>
<td>76</td>
<td>73</td>
</tr>
</tbody>
</table>

Data is based on attendances recorded in the two week reference period each term.

Childcare Utilisation (FTE)

<table>
<thead>
<tr>
<th></th>
<th>1st Quart</th>
<th>2nd Quart</th>
<th>3rd Quart</th>
<th>4th Quart</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>35.38</td>
<td>41.11</td>
<td>42.19</td>
<td>45.37</td>
</tr>
<tr>
<td>2012</td>
<td>44.49</td>
<td>47.17</td>
<td>48.45</td>
<td>50.39</td>
</tr>
<tr>
<td>2013</td>
<td>44</td>
<td>49.1</td>
<td>56.7</td>
<td>51.7</td>
</tr>
<tr>
<td>2014</td>
<td>44.8</td>
<td>50.07</td>
<td>54.61</td>
<td>56.74</td>
</tr>
</tbody>
</table>

Destination Data: Where are our children going to school?

- Government schools 54.2%
- Non government 45%

We budget for an average of 45 FTE (Full time equivalent) spaces each day.
BECOMING a CHILDREN’S CENTRE

Hon Jennifer Rankine visited us the 7th of November to officially announce that we are to become a Children’s Centre for Early Childhood and Parenting. The possibilities and programmes that this extra funding will provide will allow us to support both our current families and hopefully reach other families in the community. This was a little confusing to our current families and community seeing we were already called a children’s centre but we have now become the 42nd Children’s Centre for Early Development and Parenting in South Australia. We are excited about the prospects this will bring with the services already on our site strengthening and the ability to employ a Community Development Coordinator. Our centre will become the hub for not only our families but for the wider community. The coordinator will be the link and will facilitate programmes or direct individuals in the right path for their needs.

Staff Professional Development
- Marc Armitage (Guru on play)
- Behaviour training
- Floor book
- Nutrition Australian
- Parents in print (in partnership with Clare Primary)
- Maths workshop
- Visiting Children’s centres
- Outdoor workshop
- Digging deeper into nature conference
- Planning Cycle
- Dispositions training

Major purchases or renovations
- Outside Blinds
- Repaired shade in under 2’s yard
- New air conditioner in sleep room
- New lounges in all three rooms
- Mini Ipad for Director
- Slide in the kindy yard
- Art cupboard
- Fans outside
- Chairs and another table for outside
- Colour printer

2015 Wish list
- More ipads
- Outside small portable shades

Yes! Absolutely mind blowingly amazing. Mind changing, and practice changing. The things I learned today have changed how I deal with children for ever. I can’t convey enough how worth while today was!

Oh it was amazing. A lot of different thoughts. And GREAT ideas we can use to enhance our play environment! 😊😊😊

Thanks so much for that opportunity Amanda. 😊

Minster Rankin loved the children’s performance on the day and the gifts they presented to her.

DREAM CATCHER
What hopes and Dreams to you wish for your kindy child in 2015?

Confidence & Socialised & Happy
To have Fun and make friends
Respectful, resilient and confident child
Confident and make new friends
Confident and independent
Explore the outside environment
Communication and listening skills
Have fun and make friends
Resilience, confidence to try new things
Confident speaker
Confident to have a go
Problem solve
CVCC along with our partnership group are involved in a numeracy strategy. This is to lead Numeracy improvement by tracking and monitoring every learners’ growth, having an numeracy literacy improvement cycle, making changes to our pedagogical practice and identify and enacting clear intervention process. Although this is primarily directed to our preschool children the vision is for all educators to have a deeper understanding. Our first step was to survey Kindy parents and staff to gauge their understanding of numeracy. The below graphs strongly indicates that a great percentage of both our parents and educators see numeracy as only number.

**RECOMENDATION FOR 2015**
Goal: For parents and educators to have a deeper shared understanding of all the elements of numeracy.
Strategy: In partnership with Snowtown and Brinkworth Kindy, use the numeracy indicators developed by DECD to lead our discussions and planning.

We surveyed our Educators (24 educators consisiting of Teachers/ECW/ childcare workers)

**Was Maths at school for you a positive…**

- YES
- NO

**Does your child learn Maths at Home?**

- YES
- NO
- Not sure

**What does numeracy look like in your room?**

- Number
- Measurement
- spacial awareness

**When thinking about numeracy in your school years was it a positive…**

- yes
- no
- no comment

**Does your child learn Maths at Kindy?**

- YES
- NO
- Not sure

**What Does Maths Look Like at Kindy?**

- Number
- Shape
- Measurement
- Data
- No response

We also survey our parents (75 surveys sent out - 17 returned)
<table>
<thead>
<tr>
<th>Outcome/goal</th>
<th>Steps to outcome/goal</th>
<th>Progress notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Program and Practice</td>
<td>Staff attending training lead by the Gowrie Floor book training offered to team leaders, then shared at staff meeting</td>
<td>Staff are programming with floor books. They are using P.L.O.Ds to lead the journey. Community books have been introduced. Children's Voice is greater Staff are working towards critical thinking</td>
</tr>
<tr>
<td>Continue our work around the cycle of planning and programming</td>
<td>Each room has a reflection book and have formalised it to meet the rooms needs</td>
<td></td>
</tr>
<tr>
<td>Formalise and document the reflection of programs in rooms</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educators to feel confident and have the ability to articulate the why and how of our philosophy</td>
<td>Staff to update their own philosophy Practice at staff meetings in small groups</td>
<td>Data from a survey given to staff at the end of year performance meeting, indicates that staff are feeling more comfortable in articulating their philosophy and writing learning stories using the EYLF than the same time last year</td>
</tr>
<tr>
<td>For all staff to continue building their understanding of the Early Years Learning Framework (in particular practices and principles and the NQS)</td>
<td>Through learning stories and displays staff are having more practice with using this document</td>
<td></td>
</tr>
<tr>
<td>Attend Numeracy leadership workshops as a partnership.</td>
<td>See numeracy page</td>
<td>See numeracy page for recommendations</td>
</tr>
<tr>
<td>Organising the environment in an engaging and purposeful way</td>
<td>Introduction of inspiring spaces for Young children Visit other centres for inspiration</td>
<td>Rooms have introduced natural elements, authentic objects and challenging experiences</td>
</tr>
<tr>
<td>Include cultural awareness in our programs to a greater level</td>
<td>Each staff member has made a personalise commitment to engage deeper into this area, this commitment was continually revisited at staff meetings</td>
<td>More resources introduced and a greater understanding and awareness of individual children's culture. The involvement of our families and sharing their culture has increased. Harmony day was a great opportunity for families to visit and share their culture</td>
</tr>
</tbody>
</table>

**RECOMMENDATIONS for 2015:**

For more staff to be trained in floor books
For all staff to have a clear understanding of the whole site planning cycle that was trialled and development in 2014 and have this embeded to capture the children's learning journey
To use the resource ROSIE to evaluate and lead our work around inspiring spaces
More training around Cultural awareness
Staff Review - Encourage mealtime routines and independence eg setting the table, pouring own water, clearing the table
<table>
<thead>
<tr>
<th>Quality Area</th>
<th>Outcome/goal</th>
<th>Steps to outcome/goal</th>
<th>Progress notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td><strong>Children’s health and safety</strong></td>
<td>Amanda updated her training on line</td>
<td>The kindy staff with Amanda and Julie leading have implemented this programme.</td>
</tr>
<tr>
<td></td>
<td>Continue work around the child protective curriculum with families and children</td>
<td>We reviewed how we could provide privacy for our families</td>
<td>We now have individual sheets for each child and this is filed in alphabetical order.</td>
</tr>
<tr>
<td></td>
<td>Record accidents for children respectfully and privately</td>
<td>Lots of discussions at staff meetings.</td>
<td>Work is still needed in this area</td>
</tr>
<tr>
<td></td>
<td>Ensure children are adequately supervised at all times (balance of quality interaction and supervision)</td>
<td>Information in our newsletter</td>
<td>A small percentage of our families take up the option of using the hand sanitiser at the front desk</td>
</tr>
<tr>
<td></td>
<td>Educate parents in hand washing</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Inform and educators and families about incidents between children (e.g. Biting) so that everyone is on the same page.</td>
<td>Invite parents in , give letters to families about the incident and ensure staff are using the same vocabulary when talking to families</td>
<td>Once the families were well informed about the incident, we had no further enquiries or complaints</td>
</tr>
<tr>
<td></td>
<td>Look into environmentally friendly cleaning products</td>
<td>This was investigated</td>
<td>Our local supplier updated our cleaning system and now supply environmental friendly products</td>
</tr>
<tr>
<td></td>
<td>Staff awareness of all children’s health plans across the centre and medication forms</td>
<td>To keep staff update through staff meetings and alert staff when there are changes</td>
<td>Ongoing</td>
</tr>
<tr>
<td></td>
<td>All staff to contribute to maintaining a clean environment (toy washing, play equipment, store rooms)</td>
<td>staff are using record keeping to ensure areas and equipment are been maintained</td>
<td>Ongoing</td>
</tr>
</tbody>
</table>

**RECOMMENDATIONS for 2015 :**

- Continue ensuring children are adequately supervised at all times (balance of quality interaction and supervision) and that QUALITY care is high priority
- Ensure at transition times we are aware of children’s needs
- Staff review – Now that we are not using SRER we need to ensure healthy eating is promoted and food and drinks are provided and brought are nutritious and appropriate for each child.
<table>
<thead>
<tr>
<th>Physical Environment</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue to use natural resources inside and out</td>
<td>staff attended a variety of trainings and shared their learning</td>
<td>Natural resources can be seen both inside and out</td>
<td></td>
</tr>
<tr>
<td>Build on our good practices with sustainability (paper, printing, electricity, resources, water conservation etc.)</td>
<td>Staff attended training on embedding sustainability</td>
<td>Recycling is beginning</td>
<td></td>
</tr>
<tr>
<td>Continue building our outdoor area into an environment that promotes wonder and curiosity</td>
<td>Staff are viewing children has capable competent learners</td>
<td>We are working on an environment that is filled with natural light, order and beauty</td>
<td></td>
</tr>
<tr>
<td>Look into how the Reggio influences can be used in our site to benefit our children and families</td>
<td>We are letting children drive their own learning and our role is to mentor and guide</td>
<td>We are documenting children’s thoughts more</td>
<td></td>
</tr>
<tr>
<td>Extending upon children’s sense of wonder and curiosity in their environments</td>
<td>Staff visited other sites and the photos taken were shared both on the staff room table and at meetings</td>
<td>We offer different ways for children to express them and show their thinking and learning</td>
<td></td>
</tr>
<tr>
<td>Utilise outdoor environment better. ‘Bring the inside out’, Props, construction, art etc. outside</td>
<td>All Staff</td>
<td>Did not use the document</td>
<td></td>
</tr>
<tr>
<td>Use RRR document to reflect and rate the centre environment, programs and practices</td>
<td>We use strive for 5 and all staff are inducted on the importance of oral language when they first start.</td>
<td>We listen to children more and staff have been totally surprised at what the children already know</td>
<td></td>
</tr>
<tr>
<td>Maintain quality of interactions at all times</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**RECOMMENDATIONS for 2015:**
- Continue reflecting and building on our environment to provide quality learning outcomes and care
- Staff self-review – children are supported to become environmentally responsible and show respect for the environment
  - Widen our suitability practices and move it in to more areas e.g. staff room and kitchen
  - Review our processes when children accessing resources.

<table>
<thead>
<tr>
<th>Staffing Arrangements</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Adhere to the Code of Ethics – refer to this document in everything we do and say</td>
<td>The document was discussed at staff meeting regularly</td>
<td>Throughout the year we had waves of positivity.</td>
<td></td>
</tr>
<tr>
<td>As a staff team, choose a couple of statements from the Code of Ethics and work towards meeting these goals as a team</td>
<td>Scenarios at staff meetings were discussed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2013 ongoing</td>
<td>Goals were set and revisited</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Positive culture amongst staff team. All staff to feel valued and respected</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Improve our morning routines to ensure children access outside as soon as possible</td>
<td>Staff routines were looked at</td>
<td>By March 2014 children were going outside much quicker which resulted in children transitioning in to the room quicker but by the end of the year this has slipped back</td>
<td></td>
</tr>
</tbody>
</table>

**RECOMMENDATIONS for 2015:**
- Continue reflecting on all routines
- Continue reflecting how we work as a team
### Relationships with children

| Quality interactions between educator and child (RRR) | We looked at what makes a quality interaction in staff meetings Used the principles from RRR We talked about the importance of opened ended questions Child’s voice | Quality interactions are strengthening |
| Staff encourage ‘Strive for 5’ oral language program. | Look at Guy Claxton’s work to build on our thinking around children being viewed as capable, confident learners | Children are listened to with respect We believe that their questions and observation are an opportunity to learn and search together. A collaboration process rather than the child asking a questions and the adult offering the answers. |
| The dignity and rights of every child are maintained at all times | Nearly all our trainings this year have focused around children being capable confident learners. We also had a Staff training around behaviour- the key message was for us to reflect on what are we doing at times of challenging behaviours | |

#### RECOMMENDATIONS for 2015:

- Continue our work around quality interactions and the dignity and rights of every child are maintained at all times
- Develop a way of keeping track of the children where social needs are not obvious.

### Collaborative partnerships with families and communities

| Identify and address needs ASAP and access support – use the ChangeSA 90 day project blue book to build these links. Document conversations educators have had with parents regarding their child’s development concerns Become more aware of identifying and addressing developmental needs as soon as possible. Use inclusion support and Growing Healthy Families team | The project was about how the Blue Book can be used as a tool to strengthen the partnership between families, educators and health staff to improve a child’s health and development outcomes | Every staff member spoke to their primary caregiving families about the blue book and their milestones This project was to try and capture issues earlier and put intervention in place. SEE BLUE BOOK PROJECT FOR MORE INFORMATION |
| Stronger communication about the child’s day at all times Enhance communication with families regarding their child’s day and particularly during transition times | | Although addressed time and time again It was a main issue in our parent survey about the lack of information from their primary caregiver |
| All staff to greet and farewell families | A greater amount of staff have the confidence to greet and talk to our families | Our parent survey data comments how friendly and welcoming we can be |

#### RECOMMENDATIONS for 2015:

- To strengthen our primary care giving relationships
- Staff self- review – Invite families to review policies in particular our nutrition policy
- To use our Community Development Coordinator to strengthen our links with the wider community
<table>
<thead>
<tr>
<th>Leadership and service management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review and update centre’s philosophy</td>
</tr>
<tr>
<td>New management to be inducted</td>
</tr>
<tr>
<td>Continue reviewing policies in consultation with families</td>
</tr>
</tbody>
</table>

**RECOMMENDATIONS for 2015:**
- Continue asking for parent input re our philosophy
- Continue review of policies
Summary of 2014 Parent Opinion Survey (66 surveys submitted by Monkey survey)

My child receives high quality teaching and care at Clare Valley Children’s Centre (CVCC)
- My son has come so far whilst attending care and has clearly learnt so much!
- The staff are exceptional in their understanding of individual children’s needs, their caring and fun manner and their professional behaviour at all times.
- I honestly don’t know what educational activities are done throughout the day.

My Child’s Primary Care giver communicates clearly with me about my child and their learning and care.
- Bit hard, my child has moved to the next room and by the time we collect her no one is left to talk to, but when she was in the last room the communication was good.
- Gorgeous staff - not only our primary care givers but everyone is friendly, everyone says hello and everyone has something positive to tell me about my child.
- I love the primary caregiver model, and was a little disappointed at so many changes in primary caregivers this year as it seemed to defeat the purpose! However, I do understand how these things happen, and I would be happy for any of the staff to function as my son’s caregiver.
- Quite often I do not see my caregiver at drop off or pickup.
- not sure who my child’s primary care giver is but all and any staff are willing to communicate with me about my child’s day.

The staff always listen to what I have to say about my child’s development and needs
- Depends on staff member.
- The needs of my child both emotionally and academically have been catered for - we could not have asked for a better service. Staff have listened to our concerns and catered accordingly - Well done!
- I love how the staff also offer ideas to incorporate at home as well, it is great to have a professional opinion.

CVCC has an excellent learning environment
- Learning through play! Love it! As I said above the life activities are great. Also learning a different language opens the kids to image that people somewhere else do different things.
- The mornings always seem hectic and staff do not always seem willing to help. This seems to be a common theme amongst parents.
- Great caring staff and great facilities.
- Love it - always something different to explore and engage in - wonderful to have that many people throwing ideas around and catering to a massive range of abilities and interests!!

CVCC assist my child in becoming a confident capable learner
- Children are always supported.
- My child is ready for school and has spent time at CVCC since 1 year old. I love the outgoing person he is and I believe that CVCC has assisted in making him adaptable, to cope with the situations he encounters everyday.
- Together [staff & family] we have worked hard to ensure our little man can be as confident as he can be - absolutely loves the learning!!!
If I have concerns or suggestions CVCC would respond appropriately
- Not that I have had any issue with *****! However during ***** time in the Kindy and the commencement of his Tourettes his behaviours were dealt with sensitively and appropriately with the support of staff who did their best to provide me information
- Asked is dummy & teddy could only be given at sleep time, this took weeks to implement.
- yes always

I have a strong understanding of the centre’s Grievance procedure
- I’ve never had a need to use it.
- That’s probably my own fault that I’m unsure
- But I do know where to access it if need be.
- It is a difficult process to get involved in and as such a deterrent to actually pursuing grievances.

I have a strong understanding of the CVCC Bushfire policy and procedures
- Although I’ve read and mostly understood the newsletters etc in regards to brushfire policy, i would rely on phone or Facebook updates for knowing what was happening at the time
- Was communicated to me via email.

Have you used the Toy Library at CVCC? If No what is the reason?
- Haven’t had the time on my days off
- Just haven’t
- Too many toys at home already! I’m afraid I’d lose the library toys.
- Only limited opening hours, therefore haven’t been able to get there. Also not sure if it’s worthwhile paying for? (Don’t know because haven’t been yet, but childcare is already expensive enough)

Are there any other comments or feedback that you would like to share?
- My last baby at CVCC. While I am in no way concerned for ****s transition to school I am terribly sad that it marks the end of my time coming and going from the centre
- Fantastic centre. Everybody is wonderful and I always know my child is in good hands. The only thing I would like to change would be to send lunch with my child so I know she has eaten something other than bread at lunch. She is a fussy eater and very stubborn so won’t try anything new.
- I know there is only one intake and that has changed the centre. But I think if the child is close to the age to be put up to the next room, and parents and caregivers alike think the child needs to go up due to boredom and lack of stimulation then this should be based on the child and not their age.
- My child only attends limited childcare at the moment. I find it hard sometimes to stay up-to-date on what’s happening as I don’t seem to receive newsletters etc. as often as I used to... Other than that, I think CVCC is a fantastic centre with very capable staff! Keep up the good work!

For whole parent survey responses please see Amanda
We focus heavily on dispositions. In particular we use the “you can do it program” to help instil these 5 key skills:

- Resilience
- Persistence
- Organisation
- Confidence
- Getting along

Curiosity is another major disposition that staff have been discussing. We have spent staff meetings critically reflecting our programs and practices to enhance this disposition.

Being curious is how children learn about themselves and their world.

We give children lots of opportunities to explore and find things out.

All experiences promote creativity, we want to build inventors and creators; we want children to be able to problem solve and think outside the box.

Research tells us without strong oral Language skills, children will have difficulties with writing and reading later on. Educators strive for 5 at every opportunity and make a conscious effort to listen to children.
BLUE BOOK PROJECT

The Department for Education and Child Development (DECD), has lead a project focussed on how the Blue Book can be used as a tool to strengthen the partnership between families, educators and health staff to improve a child’s health and developmental outcomes.

The project was collaboratively managed between the education and health sector to

- develop a common understanding and language of the key early childhood developmental milestones
- work in partnership to support children in their developmental journey
- engage families in regularly using their Blue Book to track and record their child’s development and immunisations
- improve access to referral pathways so that children receive the services they need in a timely manner
- identify children with developmental delays earlier, so supports can be put in place in the first three years; the time when the best outcomes for the child can be realised.
- in the first three years; the time when the best outcomes for the child can be realised.

We were one of five DECD integrated services, (delivering both child care and preschool) participated in the project.

Benefits of proposal

Key messages arising from the Blue Book project include:

- The book is a useful tool to have regular conversations using the same language.
- Reference to the book needs to have a strong focus on encouraging and supporting families, not checking on them.
- The developmental milestones in the book provide child care staff with a neutral conversation starter with families regarding developmental tracking.
- 80% of parents surveyed in this project found the information in the book helpful.
- The book is a family resource which contains useful information for them but is currently underutilised.
- Where a child requires support, families need to be able to access the right services with a minimum number of steps.
- A shared vision for the responsibility of children’s health between parents, childcare centres, Child and Family Health Service and GPs with everyone having a role.
- Collaboration at a senior level between education and health is required to successfully and effectively empower relationships at a site level (authenticate / provides permission).

In 2015 All children’s Centre will be part of phase 1 in implementing this project with the long term goal being

- By 2017 50% of children commencing school with a developmental concern who require support will have a planned transition support plan in place – ‘school will be ready’ and ‘child will be school ready’
- Children identified with a developmental concern at an earlier age (1-3 years) will have better improved outcomes than those identified at 4+ or school
OHSW committee members for 2014 were:

Amanda Narroway, Kathy Smith, Pauline Calaby, Bron Stedall (Parent rep) and Michelle Mengersen who joined us towards the end of the year.

The OHS&W committee met every three month to discuss, monitor and act on the following areas:

1. **Child safety**  
   All accident reports are read to determine any areas of concern and this information gets used to:  
   a) Make the playground safer by removing or repairing hazards e.g. pavers that have become a tripping hazard gets replaced etc.  
   b) Staff are advised where to be more vigilant to assist them in preventing future accidents e.g. Kids have been hurt in the sandpit by other kids using the plastic shovels... staff to monitor sandpit more closely and talk to kids about being careful.

2. **Centre compliance to OHSW**  
   In June 2014 our committee did the annual OHSW checks to ensure that we remain compliant with regards to:  
   a) Fire Safety & Emergency Response  
   b) Management Procedures  
   c) Rooms  
   d) Furniture, Fixtures & Fittings.  
   e) Storage  
   f) Hazardous Substances  
   g) Electrical

3. **Staff Surveys**  
   Staff surveys were conducted in October to check that they were familiar with all the OHSW information and procedures.  
   Sample survey:

4. **Edu Portal/ Business Manager**  
   This area is handled internally by the CVCC staff and ensures that the OHSW Plan is being adhered to. Some examples are ensuring that: e.g.  
   a) staff training is up to date  
   b) First Aid kits are checked and contents hasn’t expired  
   c) Fire Safety Officer is appointed. Current officers for 2014 were Ronnie and Pauline.  
   d) Reported hazards are being addressed by relevant parties. Rob Tregalis is the Centres maintenance manager.

5. **Emergency Evacuations**  
   Practice drills are held without the staff being forewarned to ensure that everybody knows what to do in the event of an emergency and ensure that all the equipment required is available and in working order.

6. **Bushfire Safety**  
   Bushfire brochure gets updated and placed in all pockets and the revised version gets sent to the DECD. Invacuations are practised in term 1 and 4.

7. **Stranger Danger**  
   A police visit to the Centre gets booked to highlight Stranger Danger and to reinforce that they are there to help kids under any circumstances. This year’s visits were on the 18 & 19th August.

It was a privilege serving the 2014 OHSW committee and I’m happy to report that all OHSW matters are treated seriously and handled in a timely manner by all staff of the Clare Valley Children’s Centre.
Family Market Report
By Tash Quinton

Thanks to all those who helped out in any way, thank you for your time and efforts.

Our fourth CVCC Family Market was our most successful market to date. We raised $6132.85 which was the takings from the Cake stall, raffle, donations and stall holders fee. This was extremely exciting and rewarding as this was the most money raised in the 3 years we have been doing it. In 2012 we raised $4000 and in 2013 we raised $3657. We had more stalls this year which was a bonus, including outside stalls.

We had fewer goodies on our cake stall than in previous years which was disappointing as we had a lot of forms returned and the food usually just flows in. Our roster was also fairly sparse but good to see some new faces and families involved along with staff, mainly from the Kindy room.

Stall holders seemed happy with how the day went, although we had feedback via our feedback form to maybe finish earlier in the afternoon as the afternoon got very quiet. The market was run from 10.30-3.30pm. We were organised by 10.00am, so we could start at this time and perhaps finish at 2 or 2.30pm next time.

Hoot the owl (our mascot this year) was a hit with the kids and has been resold.

Laura and I are not continuing on the market committee but we are happy to inform and support anyone who is keen for a rewarding challenge.

Fundraising report
By Linda Redden

2014 was a very successful year of fundraising, and we ran approximately two events each term, these included

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bulbs</td>
<td>$460</td>
</tr>
<tr>
<td>Peoples Choice Credit Union raffle</td>
<td>$308</td>
</tr>
<tr>
<td>Bunnings sausage sizzle</td>
<td>$939</td>
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<tr>
<td>Toy Catalogues</td>
<td>Vouchers for Centre</td>
</tr>
<tr>
<td>Facebook Auction</td>
<td>$1921</td>
</tr>
<tr>
<td>Wheelathon</td>
<td>$1045</td>
</tr>
<tr>
<td>CVCC Tea Towels</td>
<td>$776.50</td>
</tr>
<tr>
<td>CVCC Market (Market committee)</td>
<td>$4642.85</td>
</tr>
<tr>
<td>Raffle</td>
<td>$1182</td>
</tr>
<tr>
<td>Recipe/song book ($30)</td>
<td>In Market Total</td>
</tr>
<tr>
<td>Entertainment books from 2013</td>
<td>$230.80</td>
</tr>
</tbody>
</table>

The total transferred for fundraising for the year was $10475.85 (Plus the Wheelathon which was spent on wheeled toys)

Thanks to everyone who assisted in any way with fundraising. It was an enjoyable job and great to be involved in the CVCC to see how well it runs and to get to know the staff better.

I would recommend another Facebook auction be held by the next promotions officer and I am happy to offer assistance in how this worked last year.
Outdoors Report
By Natalie Sweet

After a slow start to the year with bad weather and sourcing information from previous committees, we finally got started with our first working bee on the 20th May. The turnout was fantastic with many more people turning up to help than we expected. We almost didn’t have enough jobs listed it was such a pleasant surprise.

After a long wet drawn out winter we held the second working bee leading up to the grand opening of CVCC as a Children’s Centre. I’m not sure the final count of families that showed to help. Not only did we have a great show of helpers so many also filled our needs for loaned power tools.

I think the success of the working bees was time scheduling. We picked a Kindy day mid-week at pick up time. Parents came to collect children and stayed to work. Using Facebook was a great tool to let people know the details. We reached out every way we could think: newsletter, group texts, poster board in the foyer. It all seemed to help.

Jenny has been amazing organising the BBQ’s for the working bees. She supplied the food and then ether herself or other staff have cooked it for the workers. All attendees were very grateful.

The zebra crossing got a new lick of paint after finally sourcing the right paint from Mitre 10. It all was hand painted with a roller as we didn’t have a stencil.

The Daniel Morecombe Rose Pots project was a huge success. It’s made a big difference to the front entrance and the old pots look better than ever with the new coating and the children’s handprints. It’s been wonderful to tie in the Daniel Morecombe Rose with the Centre’s Child Protection Curriculum. Clare Plants Plus was very helpful in sourcing the roses with in our time demands.

We ordered in 3 ½ tonne of sand from Clare Quarry the week before school went back to fill the O2s sandpit and freshen up the Kindy sandpits. We saved the $50 delivery fee thanks to Darren Stocker and Jason Ryan who organised a truck and delivery to the centre for us.
This year has proven quite productive. We saw Jane head off on Maternity Leave and welcomed Michelle in her absence.

Terms 1, 2 and 3 we reviewed all our centre policies as follows.

**CVCC Policy Review Schedule 2014**

<table>
<thead>
<tr>
<th>Number</th>
<th>Policy Title</th>
<th>Review Term</th>
<th>Status</th>
<th>Month Authorised</th>
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<tbody>
<tr>
<td>1.1</td>
<td>Access to the Centre</td>
<td>1st 2014</td>
<td>Authorised</td>
<td>May-14</td>
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<tr>
<td>1.2</td>
<td>Children’s Centre Fees</td>
<td>1st 2014</td>
<td>Authorised</td>
<td>May-14</td>
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<tr>
<td>1.3</td>
<td>Accepting Referred Children</td>
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<td>May-14</td>
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<td>1.4</td>
<td>Children’s Program</td>
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<td>Authorised</td>
<td>Jun-14</td>
</tr>
<tr>
<td>1.5</td>
<td>Bushfire Management</td>
<td>4th 2014</td>
<td>Authorised</td>
<td>Sep-14</td>
</tr>
<tr>
<td>2.1</td>
<td>Nutrition and Food Safety</td>
<td>2nd 2014</td>
<td>Authorised</td>
<td>May-14</td>
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<tr>
<td>2.2</td>
<td>Sunsmart</td>
<td>4th 2014</td>
<td>Authorised</td>
<td>Sep-14</td>
</tr>
<tr>
<td>2.3</td>
<td>Hot Weather</td>
<td>4th 2014</td>
<td>Authorised</td>
<td>Sep-14</td>
</tr>
<tr>
<td>2.4</td>
<td>Guiding Children’s Behaviour</td>
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<td>Authorised</td>
<td>Jun-14</td>
</tr>
<tr>
<td>2.5</td>
<td>Grievance Procedure/Parent Complaint</td>
<td>2nd 2014</td>
<td>Authorised</td>
<td>Jun-14</td>
</tr>
</tbody>
</table>

We transitioned our Nutrition and food safety policy from the *Start Right Eat Right Guidelines* to the *Nutrition Australian Policy*. Jane and Jenny spent many hours ensuring the centre policy is in line with requirements and our responsibility to the children we cater for.

In Term 4 we reviewed our procedures. They are now all in line with the National Quality Standards and reference the resources used to formulate them.

Over the year we implemented a site specific policy offering guidelines for the use of Social Media. This policy is relating to staff and parents in relation to the centre and encourages them to be aware of how their comments regarding their place of work or the centre in general can be deemed inappropriate and that Management hold a firm zero tolerance. It is not aimed at dictating the use of social media by staff and families merely a guide to direct them.

Finally and possibly the biggest task for the year for myself was updating the policy folders. This including the current review dates and Chairperson’s signature but also updating all the reviewed changes made over the year. This ensures that the preceding Policy committee member begins with a fresh start of their tenure with no loose ends.

I would like to take this opportunity to thank the dedicated Management Committee but particularly Amanda for her unconditional support over the past few years. It is people like her who make the job a pleasure to be a part of.
Families visiting Police
Visit Deadly Animals
Performances
Ice bucket challenge
Mud Day
Transition
Visit community members
Police visit
Family visitors