

Illawarra Area Child Care Annual Report



2018/2019

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Vision

Enriching Futures

Values

- Quality early learning and education
- Respect and diversity
- Ethical practice
- Collaborative relationships
- Innovation and sustainability

Strategic Objectives

- Enrich the lives of all children, families and communities through quality learning
- Provide relevant, effective training for the early childhood sector
- Employ committed, professional staff who practice our values
- Through strong governance, provide organisational and sector leadership
- Implement environmentally responsible and sustainable practice
- Practices reflect our commitment to reconciliation



The Organisation

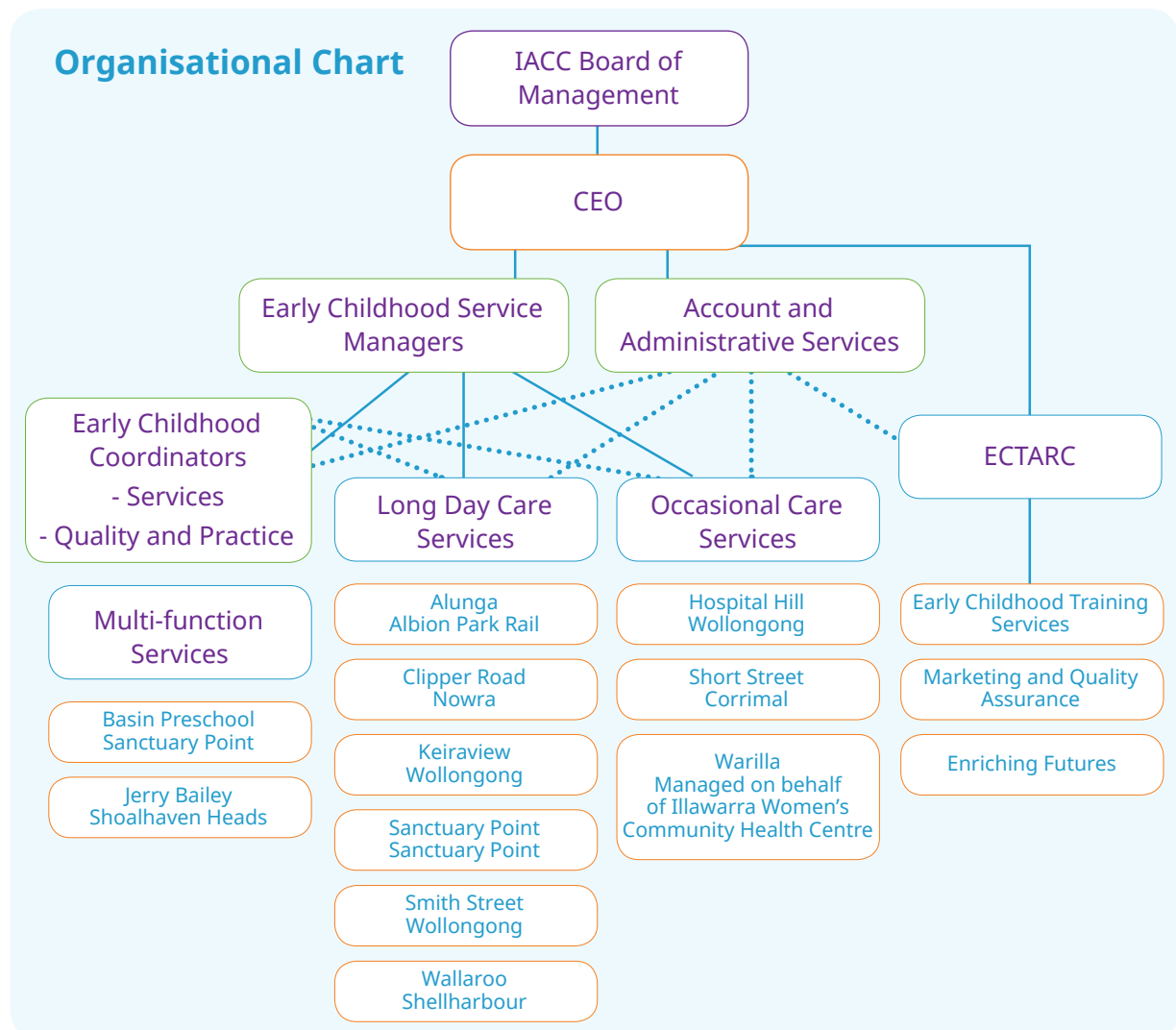
Illawarra Area Child Care Ltd (IACC) is a not for profit community owned organisation. IACC was established in 1984 to research the need for work based child care services in the Illawarra and was incorporated in 1985.

IACC manages six long day care services, three occasional care services and two multi-function services in the Illawarra and Shoalhaven.

IACC also manages ECTARC, a Registered Training Organisation that specialises in early childhood training and professional development.

The Board provides management services to the Warilla Occasional Care Centre on behalf of the Illawarra Women's Health Centre, who is the Approved Provider for this service.

IACC provides support, training, information and advice to its services, employees and families. A key objective of IACC is to work collaboratively with associated organisations to provide excellence in early childhood and training services.



The Board

The Board comprises of parents from IACC's early childhood services and up to three Board Members nominated from the community having an interest/expertise in the provision and development of early childhood education and care and training.

Being a member of the Board provides parents and guardians with a unique opportunity to have a significant influence on the direction of the service their child attends and the organisation as a whole. Board members are elected annually.

Illawarra Area Child Care Ltd Board Members

Name	Position	Centre
George Thomson	President	Community
Leanne Griffiths	Committee Member	Community
Lisa Miller	Committee Member	Community
John De Jonge	Committee Member	Keiraview
Jasmina Micevski	Committee Member	Walloo
Jacqueline Girvan	Committee Member	Jerry Bailey



President & CEO Report

As we reflect on the last year, we can see a significant time of change for the organisation and the sector. There have been major shifts in government funding, policy and regulation and we have taken steps to strengthen future operations and the security of the organisation.

Changes included the introduction of the new Child Care Subsidy Package from July 2018, this required significant adjustments to administrative and IT processes which proved time consuming for services and families. As a result of government moving from directly funding services, we are in the second year of transitional funding changes for our occasional care services. I am pleased to report that the plans we have put in place to offset the funding shortfall have been robust and are working well.

The NSW Government has amended the Act governing State Regulated Education and Care Services to further align these services with the National Quality Framework [NQF], which governs Preschools, Long Day Care and Family Day Care services. This is positive for IACC State Regulated Occasional Care Services who from October 2019, in line with all other service types, will participate in the National Assessment and Rating process under the National Quality Standard.

In 2018, our long day care services commenced assessment under the revised National Quality Standard (NQS) Assessment and Rating system. We are very proud to say that 100% of our services are assessed as Meeting or Exceeding the Standards.

This year, we realigned and increased the IACC early childhood leadership team to comprise an overall Early Childhood Manager for Services, and an Early Childhood Manager for Operations. Two new Early Childhood Coordinator roles were introduced to lead, support, and resource teams to achieve our strategic priorities. This will provide more opportunity to drive our strategic direction and



President, George Thomson



CEO, Jan Langtry

strengthen our capacity to improve systems, deliver new projects and be future focussed, maintaining our reputation as a leader in our sector.

We are very proud of our results from the National Centre for Vocational Education Research (NCVER) Student Outcomes Report. 94.2% of students surveyed found the training relevant to their job, compared to 79% from other VET providers across Australia. 94.6% of ECTARC students surveyed reported they received at least one job related benefit compared to 71% from other VET providers across Australia. These are fantastic results and confirms why ECTARC is a relevant, leading training organisation. More highlights can be found in this report.

In 2019, we implemented a new strategy to involve staff to foster mentally healthy workplaces. This strategy will be underpinned by sound policies and procedures that are relevant to our workplace.



We are committed to making our workplaces mentally healthy, we want to ensure that our workplaces are somewhere people look forward to coming to every day, a place where everyone feels respected and supported.

Our capability and expertise is recognised as we continue to have success with funding submissions to deliver projects in vulnerable communities to enhance and support children's social skills, transition to school and connections with community.

Our Board of Directors continued to maintain a strong focus on the future direction of the organisation and we commenced a review of Board policies including a Board skills analysis and Board succession planning tool.

The Board and I are incredibly proud of our employees who day in and day out continue to provide inspiring, responsive, nurturing programs for our children, families and students and we acknowledge their engagement, commitment and support. We know that leadership is an essential component of quality services and we recognise our leadership teams across the organisation for their contributions positively supporting and guiding the future direction of the organisation.

Many thanks to the Board for their vision and commitment and to the families who continue to support us, entrusting us to nurture, educate and support their children. To the many agencies and funding bodies we work and partner with to deliver best outcomes for our children and students, we thank you for your support and collaboration.

Next year, we have several exciting projects on the horizon. The process of developing our Reconciliation Action Plan for the organisation is underway with the establishment of a Reconciliation Advisory Group who will guide our Reconciliation journey. We are excited to commence this journey and actively pursue meaningful contributions and learning across the organisation, to embed practice that champions inclusion, understanding and reconciliation.

The Board made a decision to move towards rebranding IACC and ECTARC as one entity. We are aware that it can be confusing for external stakeholders to understand exactly who we are, what we do and how both organisations are connected. Having a single name, logo,

website and so on will alleviate this. In the future the entire organisation will be known as ECTARC. We are excited that preparations for this are progressing well and the change will be implemented early 2020.

We have been seeking new accommodation for the IACC Head Office and ECTARC as we have no room to expand in our current premises. Finding suitable accommodation proved a challenge for an organisation of our size, until an opportunity presented to secure the adjoining premises. This offers a solution to the issue of relocating the organisation in a cost-effective way and importantly, it provides security for our future with the capacity to shape the space over time to meet our needs and those of our stakeholders. A very exciting opportunity for the organisation!



Our children and students continue to be the centre of the services we provide and we are confident that as we enter the next year, our commitment to early childhood education and training will see us continue as a strong, effective advocate and provider across the sectors we work in.

I would like to conclude with a special thank you and acknowledgement to the outgoing Chair George Thomson. George has been part of the Board since 2005, serving as both a Director and Chair. We are immensely grateful to George for his many contributions to the organisation, his leadership, support and commitment to enriching the futures of children, families and students across the communities we work in.

Finance Report

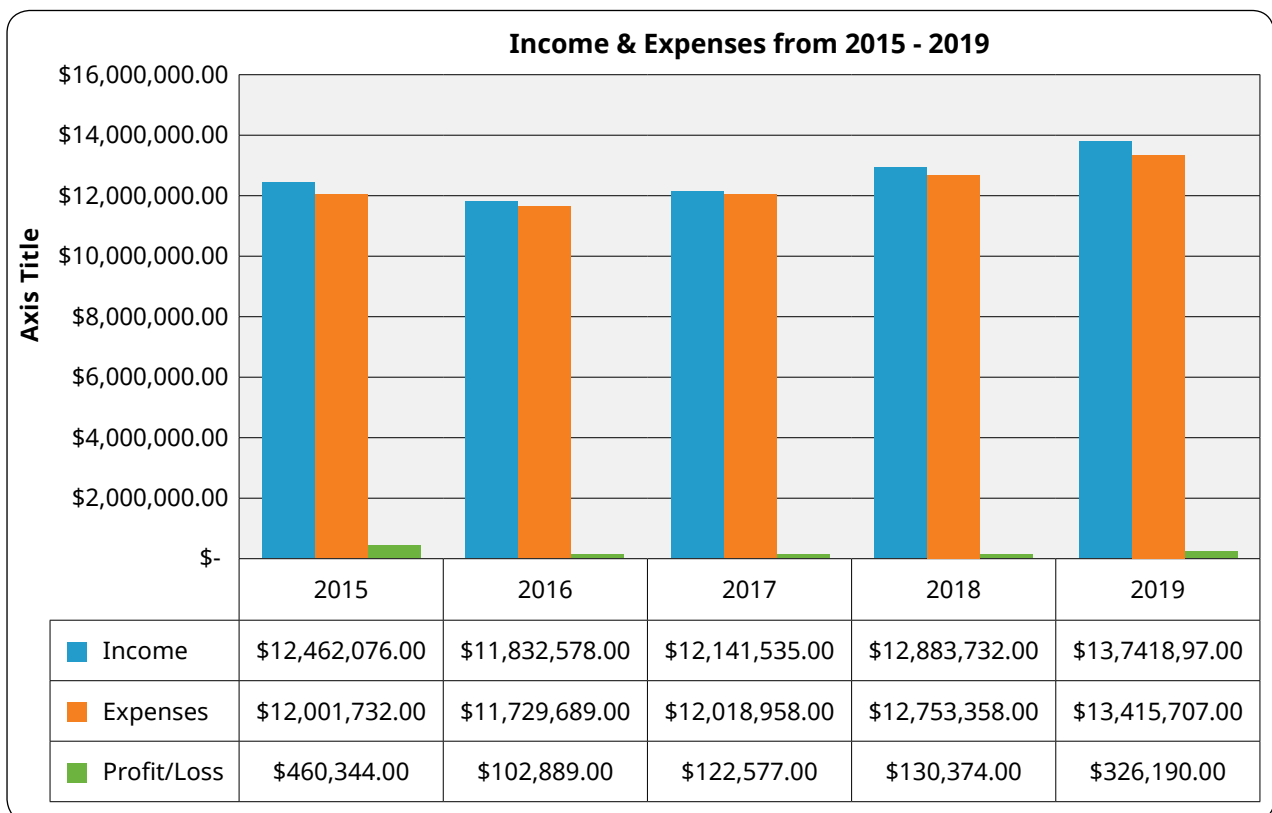
Results

Illawarra Area Child Care Ltd is a financially strong and secure organisation based on the following strengths:

- For the last three years annual growth is around 6.00%.
- All services are financially viable.
- Strong financial practices and systems.
- Responsive decision making on sound financial information in all areas of work.
- Diverse revenue can support future development.

Strategies

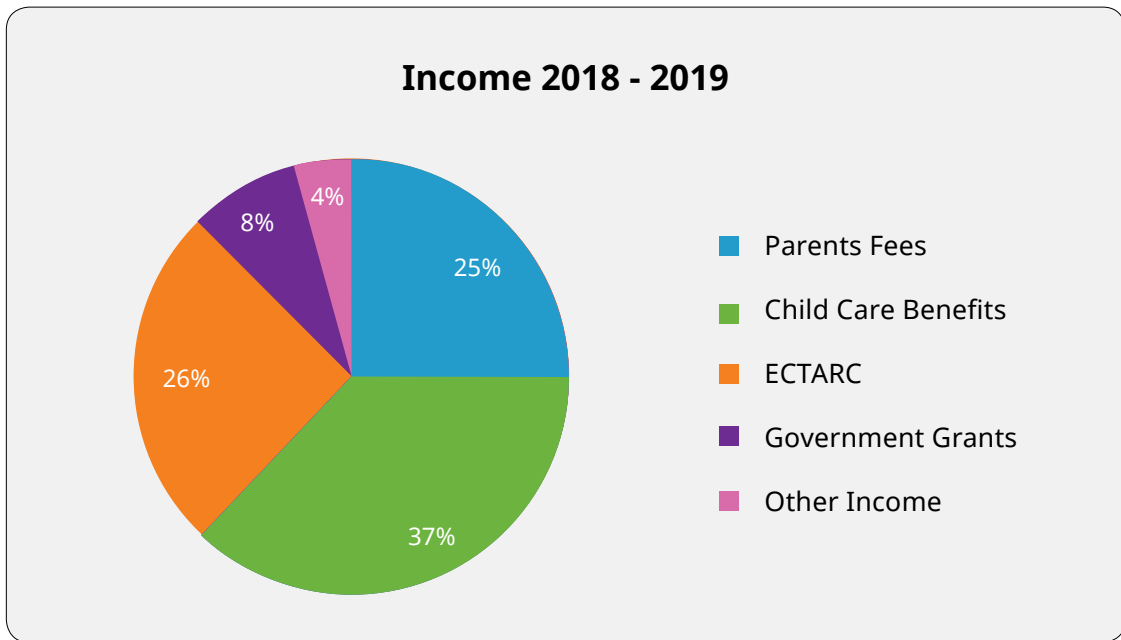
- Budgets are developed that meet the needs of the service and support best outcomes for children, staff and the organisation.
- Financial reports are provided to management, services and the Board for monthly review.
- Each service is supported to meet optimum budget outcomes, including a surplus for future growth.
- Streamlined internal control systems and spreadsheets.
- Increased student direct debits for tuition fees.
- Reduction in unpaid invoices.
- Nearly 90% of the parent fees are one week in advance.



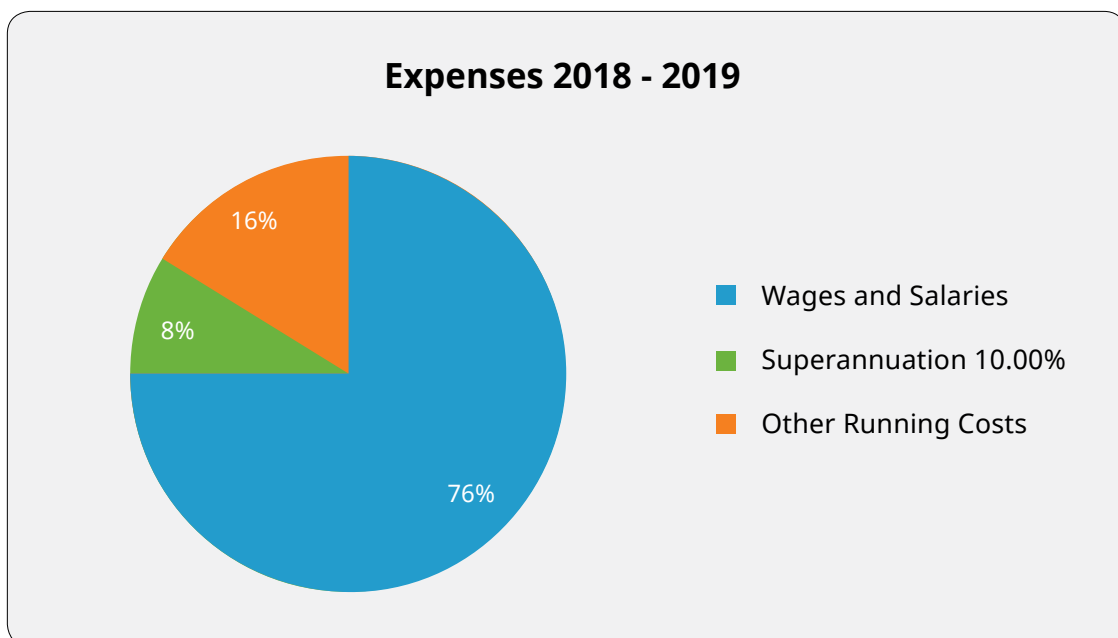
The above graph shows steady growth in Income over the past five years and an increment on profit for this year.

The growth of net assets is imperative to cover staff entitlements and support cash flow.

Finance Report



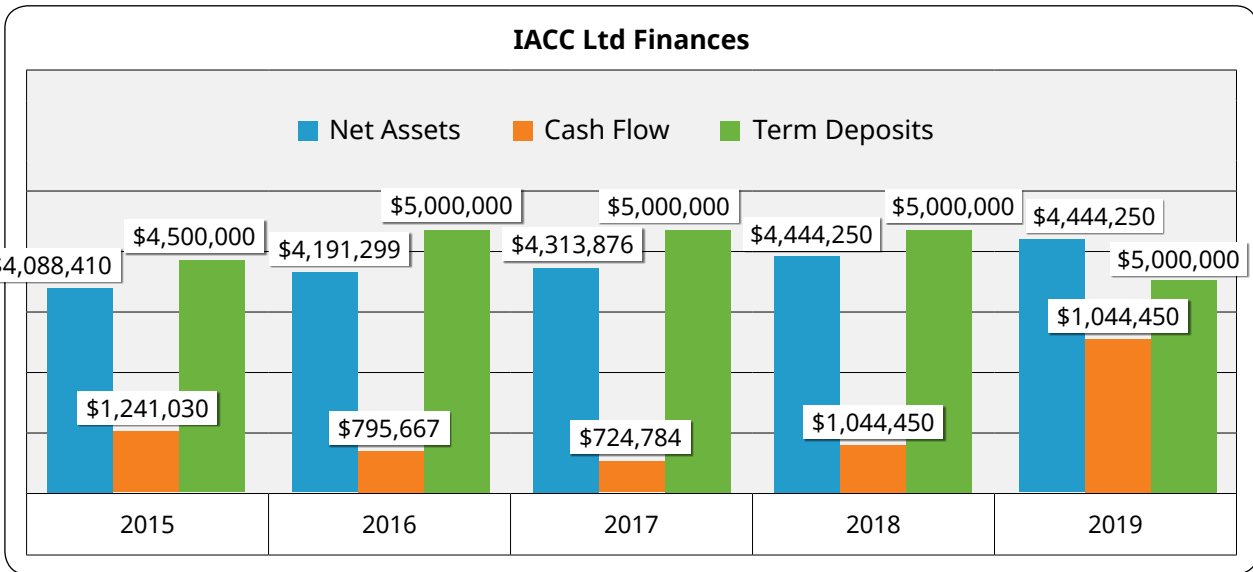
The percentages above show combined parent fees, childcare benefits and government grants provide almost 70% of the total income. Approximately 99% of payments are made by electronic transfers such as direct debit, net banking, Eftpos or Bpay. The percentage of ECTARC activities is 26% and only 4% is the income from other organisation activities including interest earned from the term deposits.



The chart above shows the major expense for the organisation 84%, relates to staffing costs As we work through the year the Board have approved to distribute the income as follows:

- Net assets - Other financial assets of \$4,000,000.00 term deposits were reinvested and are required for staff entitlements.
- The amount of \$420,000.00 was spent on building & yard maintenance and equipment purchase.

Finance Report



Going Forward

The annual financial statements are prepared in accordance with the International Accounting Standards and we are proud of the timely presentation of monthly financial statements to the Board of Directors, CEO and IACC management.

The dedicated team in the Finance Department have established a strong team work environment and provide staff training opportunities. IACC will continue to strengthen our relationships with parents, students, staff and our community partners.

Goals

- Build organisational capacity to maximise revenue growth.
- Implement a new cloud based payroll system with HR component.
- To maintain efficiency of current payroll & accounting systems.
- To provide ongoing responsive and effective support to management and services.
- Retain clients through customer service and relationship building.
- Ensure financial sustainability within all IACC services.

I would like to thank our auditors Shepherd Miller for their professionalism and support during the audit.

Finally, I would like to take this opportunity to thank the Board of Directors, our CEO Jan Langtry and all the staff for their contribution which makes our organisation so successful.

Danco Stojkoski (FIPA)

21st October 2019

Highlights

Smith Street
Celebrates
30 years

Rachael Tasca
Illawarra Training Awards
Finalist
Children's Services

Alunga rated as
Meeting the NQS

Clipper Road rated as
Meeting the NQS

Wallaroo rated as
Exceeding NQS

ECTARC ACT Training
Awards Finalists -
Donna Bush,
Suzanne Scott, Kirsty Preston,
Mikaela Mitchell

Short Street hosts visit
from EAC National
Conference Delegates

ECTARC
Celebrates 20 years

Our People



Many thanks to our hardworking and dedicated teams across the organisation.

Your professional approach to your work delivering early education and care and training services is outstanding.

The Board and I are so proud of our employees who day in and day out continue to provide inspiring, responsive nurturing programs for our children families and our students. We acknowledge and thank them for their valuable contributions and positive, professional approach to their work. We are proud to remain an employer of choice with a staff retention rate of 90%.



25 Years Service
Melissa Wicks

10 Years Service
Amy Hampton
Jodie Rusten
Genelle Todd

Congratulations!

Educational Programs and Practices

A warm welcome to Louise Whittaker and Lisa Booth who have joined Kathryn Barker, Melissa Wicks, Linda Windley and Clare Murray as Early Childhood Coordinators in the IACC early childhood leadership team. This strengthens our capacity for efficient systems and operations to maximise responsive and supportive service delivery.

We continue to implement culturally relevant programs for children and build positive relationships and engagement with the local Aboriginal community. Our partnership with Gumaraa Aboriginal Cultural Experience has provided children and educators with further understanding of Aboriginal culture. The Basin Preschool, Hospital Hill and Warilla Occasional Care Centre were immersed in weekly activities to learn words and songs in the local Dharawal language and engaged with Aboriginal stories, art, dance and traditions. Our other services are also eager to be engaged in the program in the next 12 months.

We understand that for our educators to perform their role effectively, we need to ensure that they have the skills and knowledge to do so. In supporting our educators with their responsibilities as the Responsible Person on Duty, we developed an online learning module to inform and orientate educators to this important role. Throughout 2019, all educators in this role completed the module and questionnaire which included information from the National Law and Regulations and IACC Policies and Procedures. Educators reported that the module helped them to further understand this important role and the online learning module is now part of the orientation process for newly appointed educators.

In 2019, ACECQA released *The Educational Leader Resource* to inspire Educational Leaders and build their confidence, skills and knowledge in

this role. We have begun to review the resource in our Educational Leader Network Meetings to support reflective practice and continuous improvement. Our Educational Leaders continue to lead, support and mentor their colleagues to build on their knowledge and skills and extend their practice and pedagogy.



Following on from the KidsMatter Early Childhood Framework to support the social and emotional health and wellbeing of children, the Australian Government announced a one single national initiative to be delivered through early learning services, primary and secondary schools – *Be You*. The *Be You* vision is that every learning community is positive, inclusive and resilient – a place where every child, young person, educator and family can achieve their best possible mental health. Our Educators have been implementing *Be You* since late 2018 and have undertaken evidence-based professional development and use the *Be You* tools and resources to turn learning into action. This strengthens our support of children's mental health and wellbeing - promoting a mentally healthy generation. *Be You* strengthens and complements our implementation of the Circle of Security in our services.

Delivery of the *Play and Learning Together Program* as part of Communities for Children, Shellharbour initiative, concluded in June. Over

Educational Programs and Practices cont:

the two years the project was delivered to 180 children and 20 educators in 18 early childhood education and care services. The project has upskilled educators to deliver the *PALS program* to children, enhancing their social skills and supporting their transition to school. It has also provided information to families so they can support and strengthen their children's social skills at home.

The *Family and Community Engagement Project* at Clipper Road Children's Centre demonstrated how additional support can successfully engage vulnerable families and children in early childhood services. As part of the project a Child and Family Practitioner had extensive engagement with families during the enrolment process to support any required referral pathways, build trust and develop positive relationships. The project also strengthened the capacity of the

educators to develop and maintain reciprocal relationships with vulnerable families.

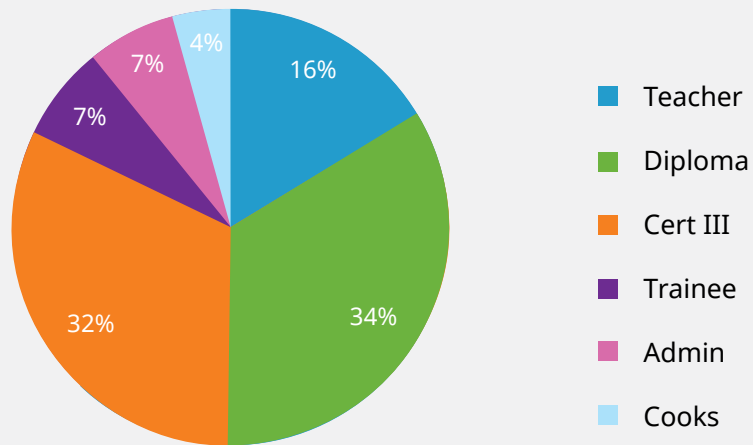
The community engagement component of the project saw a 20% increment in enrolments and provided capacity building activities for families.

We provide extensive opportunities for our teams to engage in high quality professional learning both internally and externally. We are committed to ensuring professional learning is targeted, relevant, current and effective to inspire and motivate our teams in their day to day work.

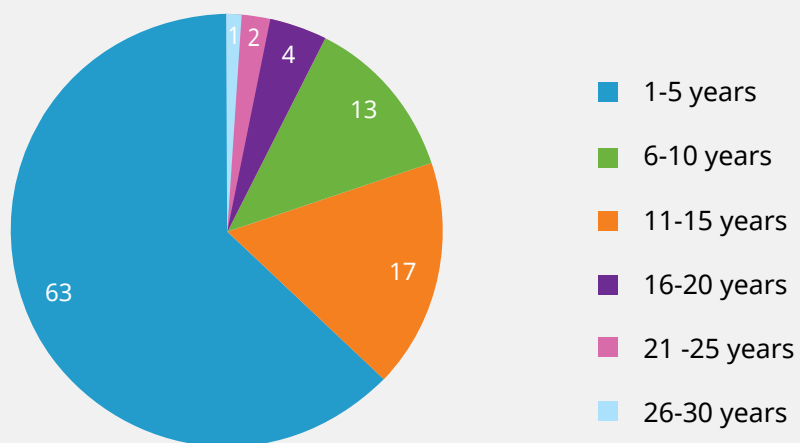
We will continue to work closely with our services supporting them with day to day operations including leadership and practice, quality improvement and health and wellbeing to provide optimum environments where children and staff can thrive.



IACC Employee Qualifications



Years of Service



Engaging, Collaborating and Maintaining Links

“ We engage and collaborate to foster positive relationships and partnership across the communities we work in.



“ Engaging collaboratively with our community partners, sharing knowledge, skills and strengths facilitates best outcomes for children, families and our students



ECTARC Training and Professional Development

It has been another busy and productive year for ECTARC. The review of the CHC training package continues and we have been actively involved in the consultation process, we are hopeful the review will be completed early 2020.

NSW Smart & Skilled Performance Monitoring Audits were undertaken successfully with no rectification required and we received new training contracts under NSW Smart & Skilled and Queensland User Choice funding. Work commenced on the renewal submission for our ACT Funded Training Contract.

We continue to develop ECTARC learning resources for students and the sector. This financial year saw the completion of the Diploma resources and several School Age Care resources. The number of employers and educators who purchased the resources to support in-house professional development to strengthen practice has increased by 51%. Work continues with the development of learning resources to support leadership and management in early education and care services.

We are focussed on delivering high quality, accredited, non accredited and NESAs endorsed professional learning across the sector. In 2019, we reintroduced a face to face workshop calendar targeting rural and remote locations across NSW. The workshops have been embraced by the sector, demonstrated in high level attendance and positive feedback.

ECTARC webinars continue to offer a convenient way for participants across Australia to access professional learning with a broad range of topics on offer. Customised training delivered at individual services continues to be popular for services looking to upskill and engage in professional learning as a team. ECTARC presented 482 webinars and 110 workshops to 3997 participants in the this financial year.

We continue our close working relationship with the Office of Preventative Health (OPH). The Munch & Move Phase 9 webinars were completed in December 2018 and the delivery of 89 workshops for cooks across NSW continues

until November 2019. New projects include providing online forum support, physical activity workshops and planning the 2019 LHD Munch & Move conference.

ECTARC was successfully selected as a panellist for the NSW Department of Education's Sector Development Program. This initiative is to support the early education and care sector by offering training, support and resources to build the capacity of services in line with NSW government and early childhood education priorities. We look forward to delivering training through this program in the coming year.

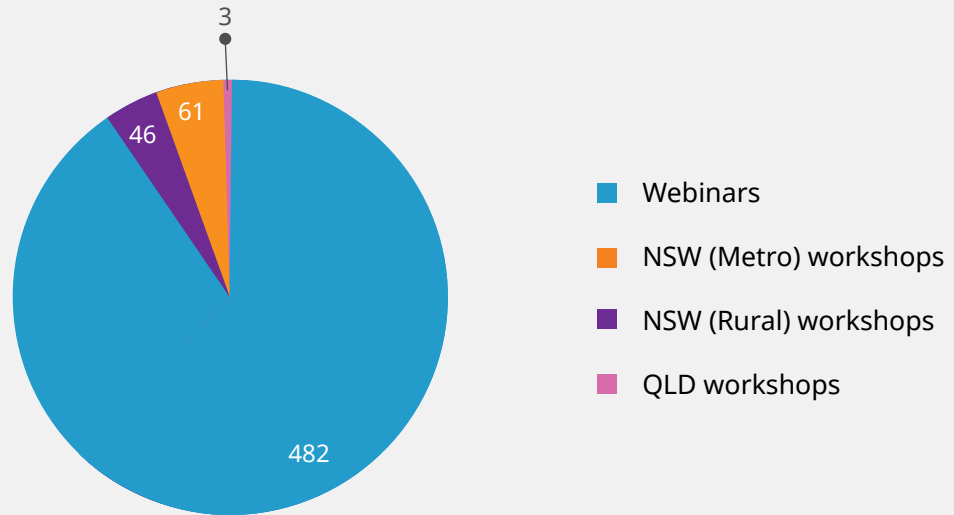
Results from the National Centre for Vocational Education Research (NCVER) Student Outcomes Report, confirms why ECTARC is a leading training organisation. The report provides a summary of the outcomes of graduates who completed their vocational education and training (VET) in Australia during 2017, using data collected in mid-2018. Outcomes are reported for graduates who undertook government-subsidised training and those who undertook training on a fee-for-service basis. We are very proud that the results demonstrated that ECTARC benchmarked higher across all surveyed areas compared to other VET providers in NSW and across Australia.

Highlights from the NCVER VET Student Outcomes Report

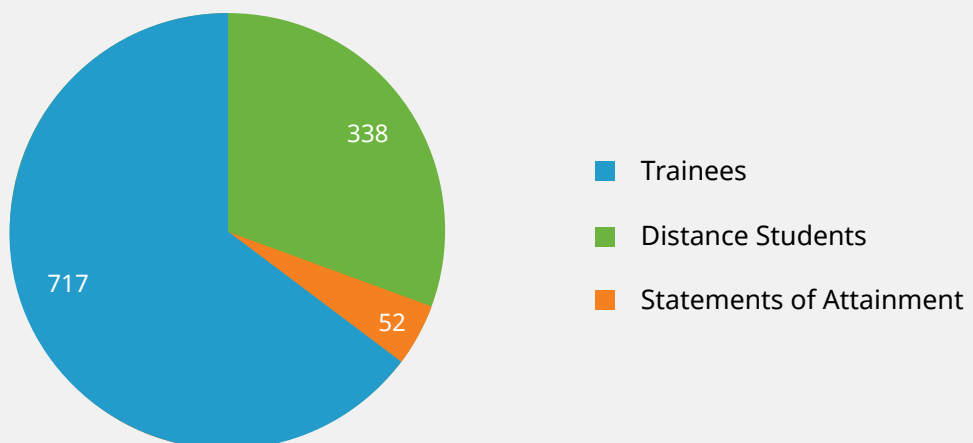
Of graduates at Early Childhood Training & Resource Centre

- 92.8% were employed or enrolled in further study after training
- 91.0% were satisfied with the overall quality of their training
- 97.6% would recommend the training
- 92.7% would recommend their training provider.

Professional development workshops and webinars were delivered to 3997 participants



1107 students completed a Qualification in 2018/19



Alunga Child Care Centre

How has Alunga's partnership with Albion Park Rail Primary enhanced the learning program in 2019?



“Our small group times focus on building social skills and independence to foster children's confidence in transitioning to the school environment.” - Emily



“Our morning welcome group promotes 'The 5 L's of listening' to help children practice the skills needed for Kindergarten.” - Shannon



“Our Transition to School evening in May, gave educators and families the opportunity to establish shared goals for children's learning to guide the program. Educators use these goals to develop learning experiences that support continuity of learning.” - Kate



“Our learning environment promotes literacy awareness through environmental print and name recognition throughout the day. We implement the PALS and PRSIST programs to foster self-regulation and share this with families.” - Emma

“Our excursions to the school demonstrated what Kindergarten teachers expect and the language they use around structured learning experiences. We were able to identify children's learning styles and support these as needed.” - Chloe



“The school commented on how well the children can hold a pencil this year. We explained that this is from the creative experiences we implement to support children's self-expression, drawing, painting, playdough as well as their fine motor skills. We talk with them about what they are making to promote language skills too. We will also give children the opportunity to practice opening lunch boxes to support their independence.” - Manori



Clipper Road Children's Centre

At Clipper Road Children's Centre our curriculum is focused on play-based learning, supporting children to organise and make sense of their worlds. Educators base their knowledge on the principles, practices and learning outcomes of the Early Years Learning Framework for Australia (2009). To support children's learning we are guided by principles of social emotional programs such as the Circle of Security, PALS, Be You and the Zones of Regulation. We aim to provide a program that is consistent and predictable based on genuine caring relationships.



2019 has seen the introduction of the SWAY program to our children and families. SWAY is an oral language and early literacy programme that embeds Aboriginal culture and language within the early learning environment. This is a developmentally appropriate play-based learning experience that encourages creative thinking, problem solving, decision making and meaningful communication between children and educators. The program will assist the children to develop skills in listening, phonological awareness, vocabulary knowledge, grammar, sentence construction, story comprehension, recounting and storytelling skills. We have a strong Aboriginal culture imbedded into our daily practices our day commences with the children participating in an Acknowledgement to Country and by singing culturally appropriate songs. This year the children, educators and families actively participated in the NAIDOC week events and the Reconciliation week Bridge walk to the Bomaderry Homes.

STEM



Over the past months the children have begun to see the fruits of their labour in the garden with an abundance of fresh vegetables. In Science week we continued to immerse the children in the business of Science. There were lots of hands on science experiments for the children to participate in which has led to an ongoing interest by both children and the educators.

This year we have been focusing on the quality of our intentional teaching strategies during group times. These moments throughout the day allow us to engage the children in language, music, movement, maths, culture and STEM in age appropriate ways that ensure the children are engaged in learning through play. The PEEP Playgroup, and the Parent Committee were also established this year.



Hospital Hill Preschool and Occasional Care Service

Quality Area 1 Educational Program and Practice enhanced by the Gumaraa Program

We introduced the Gumaraa Program in 2019 to establish a collaborative network with the broader Aboriginal community and local Aboriginal Elders. It has enhanced our educational program and practice in areas such as literacy, visual arts, music and language providing the children and educators with the opportunity to learn more about the Dharawal people, their culture, language and embed this learning in our everyday practice.

We had weekly visits from Uncle Richard and Jodi. Their program included opportunities for the children to learn Dharawal words, cultural dances, visual arts experiences and sensory experiences with possum skins. Uncle Richard and the children have created a large wall mural for our outdoor environment. These weekly visits have embedded indigenous learning practices into our program which will continue into the future.



We have embedded into our program and practice our very own 'Acknowledgement of Country' and our own yarning circle.



Our cultural exploration even took us to.....



Killalea State Park to explore the natural environment guided by Jodi on a bush walk. The children also completed artworks and had the opportunity to throw boomerangs with Uncle Richard.

Jerry Bailey Children's Centre

Enhancing learning through **STEAM** at JBCC

STEAM in an Early Childhood Curriculum is defined as Science, Technology, Engineering, Arts and Mathematics and supports creative and analytical thinking and helps children trial, test and understand their world.

At Jerry Bailey Children's Centre we support Children's development and learning in STEAM by providing opportunities to engage in inquiry based learning for deep critical thinking that creates meaning and offers pathways for future thinking.



The next generation of Artists, engineers, builders, scientists, farmers, mathematicians or anything they wish to be...



Keiraview Children's Centre

Critical Reflection at Keiraview...

Over the past 18 months Keiraview has worked hard to embed critical reflection into our program with the intention of improving our program and practice.

What?

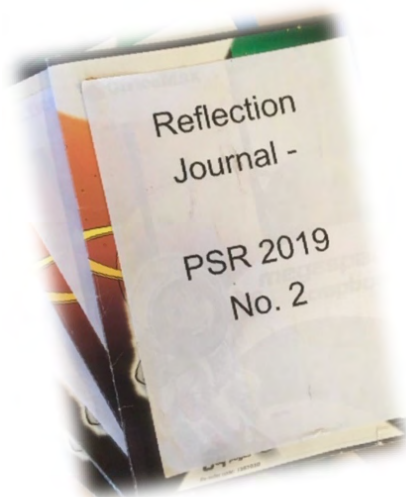
Why?

Who?

Where?

How?

Each room has a critical reflection diary where we question and discuss our daily routines and practice to see what is working well, what we need to improve on and how we can plan for events and our environment.

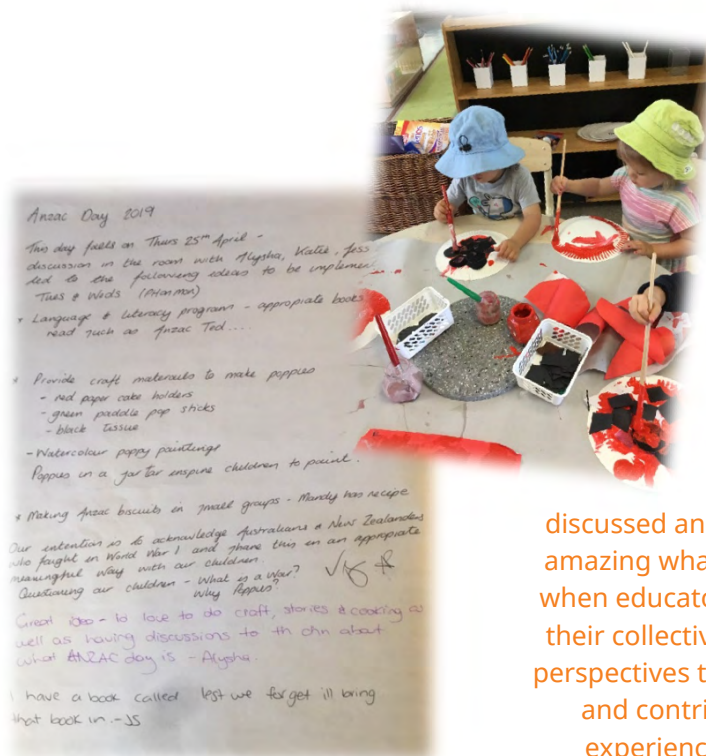


We use the questions above to help guide us when documenting our thoughts and ideas.



Quality experiences for children do not happen automatically. They require a strong commitment to quality improvement by those delivering programs to children. A key part of achieving this is through ongoing learning and reflective practice. When educators strive to analyse and understand the impact of their practice they are able to identify any potential issues and work to overcome them.

(ACECQA Newsletter Issue 6, 2015)



Educators need to be able to openly raise questions and concerns and know that their perspective will be valued,

discussed and considered. It is amazing what can be achieved when educators are able to use their collective knowledge and perspectives to improve practice and contribute to quality experiences for children.

(ACECQA Newsletter Issue 6, 2005)

Sanctuary Point Children's Centre Program and Practice

In the Early Learning Room the children showed interest in rainbows. This sparked many discussions about colours including our favourite colours. We extended on this by providing experiences to encourage further exploration of colours such as shape, matching and sorting games.

The children became increasingly more confident and more enthusiastic about this interest. This led to parachute games and singing songs about rainbows. We have also been exploring colours in nature and science, looking at the colours of trees, animals and sky watching. We are beginning to extend this interest to colour mixing.



In the preschool room we have had a focus on nutrition including discussions about "sometimes" and "always" foods. This led us to investigate the difference in sugar content between freshly squeezed juice and homemade foods compared to store bought products. We created a visual display of our findings of the sugar content in popular store-bought drinks to share our findings with families.

We have engaged in healthy food cooking activities to explore this concept further and have shared the recipes with families. This sparked questions on how food is grown, which led us to investigate how fruit and vegetables grow and responsible ways to use our leftover food.

We planted seeds and measured the time-frame of sprouting and encouraged families to contribute to this. This has also created the opportunity for the Early Learning Room to become involved and initiated centre wide conversations about favourite healthy produce.



Short Street Occasional Care

Short Street's Program Enhances Children's Learning and Development

- The Floorbook -

The Floorbook is a child-led approach to observation, documentation and planning. By listening to children and identifying their interests we can create a unique learning opportunity which excites and interests children.

Our Floorbook allows shared thinking as children recall each other's ideas and record them through writing, diagrams and photographs, it also allows us to extend and facilitate children's learning in a meaningful way.

Educator Reflection

The Floorbook is one way educators reflect on our practice and plan opportunities for intentional teaching and knowledge-building and monitor and document children's learning.

Extending Learning

When engaging with floor books educators use strategies such as modelling and demonstrating, open questioning, speculating, explaining, engaging in shared thinking and problem solving to extend children's thinking and learning.



Family Collaboration

We work in partnership with families, encouraging them to collaborate with educators about curriculum decisions in order to ensure that learning experiences are relevant and meaningful.

This is documented in the Floorbook.

Children's Voices

At Short Street we believe that children are active participants in their own learning. By incorporating their voice in Floorbooks it recognises their agency and capacity to initiate and lead learning.

Smith Street Children's Centre

Exploring STEM

"Tell me and I will *forget*.
Show me and I will *remember*.
Involve me and I will *learn*."



At Smith Street we provide challenging, child led, early learning environments where our children can build upon their natural inclination to explore, to build, and to question.

We give children unhurried time where they can explore our beautiful gardens and make observations.

They can design, engineer, measure and build block cities, humongous towers and crazy sculptures with access to blank paper to plan and explore ideas. There is time to play with loose parts, create patterns and the opportunity to mix potions, exploring properties of materials, displacement, chemical changes and get messy! The challenges our children come up with on their own and with their peers reinforces their learning and understanding.

Following children's interests is at the core of our planning.

Educators facilitate children's learning and development through intentional, purposeful and thoughtful teaching.

By asking the right questions, scaffolding and helping children to reflect, we inspire further investigations and nurture a life-long love of discovery.



The Basin Preschool

Literacy Development begins with language development



At the Basin Preschool an intentional daily curriculum is designed to build children's vocabulary and early literacy skills. The more exposure children have to different words, the more they will begin to use them in their vocabulary and the stronger foundations they will have for formal literacy skill development at school.



The years from birth to five are critical for building the emergent literacy skills that precede learning to read and write, and a child's early literacy skills are a predictor of later literacy and academic achievement (Let's Read 2015).



The 2018 Australian Early Development Census shows, the number of children in Sanctuary Point that are considered developmentally vulnerable and developmentally at risk has risen. Socioeconomic status has been found to be correlated with this gap. Research shows that children from higher SES families have larger vocabularies and this gap widens as children age (Let's Read 2015). In Australia about 1 in 5 children arrive at school with developmental vulnerabilities, so their learning starts behind their class mates. Unfortunately, this gap widens as children move through primary school. The Basin Preschool is working towards eliminating this gap.

Wallaroo Children's Centre

At Wallaroo we strive to provide children and families with a sense of belonging through partnerships with educators and our community. This year we have participated in the Shellharbour Reconciliation March, IAMS Sorry Day performance, National Simultaneous Reading Day, and regular collaboration with our neighbouring school Nazareth.



Nestling ourselves into the community

Navigating with children our P.L.O.D's
(Possible Lines Of Development)

Notice: "I noticed you're looking at the dog"
Nudge: "What noise does a dog make?"
Narrate: "That's right a dog says woof woof."

Educational Program and Practice

The Wallaroo **N'S** for success in 2019



Wallaroo provides a language rich environment from birth that encourages communication, literacy and relationships. We have researched and implemented the 3a Abecedarian Approach to enrich our caregiving practices and engage in conversational reading. Educators use the Notice, Nudge, Narrate and See, Show, Say concepts to enhance children's literacy and language development.

Language is a focus of the ongoing community connection at our local library, Paint Shellharbour REaD events and sharing stories, songs and rhymes with our Grand-friends at Elanora Nursing Home.

At Wallaroo we view children as competent and capable and we value their input into the shared decision-making processes of the program. We use Floorbooks to document children's voices, their interests and learning.

Our Floorbooks combine educator observations and reflection, parent discussion, children's voices, photographs, drawings to inform our curriculum.

Warilla Preschool and Occasional Care Centre

Warilla's Literacy & Language Journey



In April our children transitioning to school commenced the 'Sing and Grow' music therapy program, which promotes sharing, turn taking, use of language, fine motor skills and self-regulation.

In May our service took part in Gumaraa Aboriginal Culture Project with Uncle Richard & Aunty Jodi. Our children & educators have learnt to speak Dharawal, and loved learning about traditional Aboriginal dance, culture, Dreamtime stories and art.

A key improvement of our Quality Improvement Plan is to introduce children to use a variety of mediums to explore literacy.

A love for literacy & language is reflected in our everyday curriculum.

Upon enrolment families received a Let's Read & Let's Count pack.

We promote literacy and healthy eating with families via persona doll named 'Sammy Strawberry' for children take home.

Children regularly borrow books to read with their families from our borrowing library.

Our Educators are actively involved in the Paint Shellharbour REaD group and events.

Bangu visit our service and attends any special events such as book week.

The Early Learning Room has begun implementing the 3a Abecedarian Approach to extend children's language development.



Where we have delivered workshops in NSW



early childhood services and training

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