



Annual Report 2021-22

ABN: 736 670 57590

ACN: 652 000 149

Approved Provider ID- PR—00003911

Operating from 360-370 Whitelock St

Deniliquin, 2710

Deniliquin Children's Centre respects and acknowledges the diversity of First Nations people across communities and values their contributions. We acknowledge the Wamba Wamba and Perrepa Perrepa people and pay respect to Elders past, present and emerging.



Contents

Executive Summary 2022	2
Report of the Board Chair	4
General Managers Report	5
2018-21 Strategic Plan results	6
Quality Coordinator report	7
Business Services Report	8
Service Report for the Preschool Service	9
Service Report: Deniliquin Child Care Centre	11
Service Report: Deniliquin Mobile Children's Service	13
Service Report for the Toy Library	15
Financial report	17

Executive Summary 2022

Deniliquin Children's Centre Inc

ABN 73667057590

A company Limited by Guarantee. Australian Company Number 652000149

A community managed early childhood service provider Provider # PR-00003911

Location

362-370 Whitelock St

Deniliquin 2710

Services

Deniliquin Preschool- SE00007099. 49 licensed places

Deniliquin Childcare Centre- SE00007098. 55 licensed places

Deniliquin Mobile Service- SE00014785. 25 licensed places (operating in Pretty Pine, Blighty, Wanganella and Bunaloo)

Deniliquin Toy Library

Staff

50 staff members (including 10 support staff- 44.2 FTE across 3 services)

Families

256 active families (38 mobile, 111 childcare, 109 preschool)

Children

297 children (61 mobile, 113 preschool, 129 childcare)

Utilisation rates at 30/6/22

Mobile- 63% of 25

Preschool 97% of 44

Childcare 99% of 55

2020-21 Board of Management

President- Emily Small (GM review steering committee)

Vice President- Jennifer Laird

Secretary- Emma Fisher/ Michelle Siena (resigned May)

Treasurer- Sophie Pisasale (GM review steering committee)

Melanie Kennedy

Katie Gordon

Airlie Landale (resigned July)

Ben Chartres

Emily Leech- (elected August)



Our Vision
Educating rural
children from
the mind and
heart

Our Mission
To create safe, happy,
stimulating environments
in rural communities where
children are supported to
reach their potential and
learn life long skills

Our Values

Nurturing

We care for and help
the development of
children, families and
educators in our Centre

Empathy

We have the ability to
understand and share
the feelings of others

Joy

To be in our Centre
creates feelings of great
pleasure and happiness

Inclusion

A diversity of people feel
valued and respected, have
access to opportunities
and can contribute
their perspectives and
talents at our Centre

Integrity

We are honest and have
strong principles

Passion

We have an intense
enthusiasm for the work of
early childhood education

Our Philosophy

We know that
children who are
nurtured to grow
and learn will be the
richness and beauty
we all wish to see in
the world.

We recognise
that it takes
a village to
raise a child.

We embrace children's sense of awe and wonder as well as their individuality and we encourage them to care for others and the world around them. We aspire to maximise participation in our services through active involvement in our community, exercising a culturally responsive approach that welcomes everyone and a deep commitment to advocate for the value of early childhood education. We respect and acknowledge the diversity of first people across communities and we value their contributions.

Our village believes:

- Children are capable, joyful and inspirational
- Families are to be respected as the foundations of children's learning
- Educators are passionate, caring and responsive
- Our wider community is vibrant, knowledgeable and robust

Freedom to play, explore, learn and be adventurous is at the core of our curriculum. The wide-open plains of Deniliquin and surrounding country communities, on the land of Wamba Wamba and Perrepa Perrepa people, is where we call home. Our natural landscape is one of farming, shaped around the rivers and lagoon. Natural learning environments in all-weather are celebrated.

We hope childhood is a time for happiness where each child feels valued, capable and confident that their voice will be heard.

Responsive relationships where children are supported and guided resonate within our services. We value reflection, authenticity, partnerships and children's inspiration to develop a sense of belonging.

We believe education is *'the kindling of the flame, not the filling of the vessel'* (Socrates)

Knowing that children learn best through play, we take a collaborative, holistic and intentional approach to our work.

Generations of children and families have grown through their participation in our multiple services. We understand that when early learning is relevant and meaningful, it unlocks the potential of our community.

We instil a
love of learning,
giving each child
the opportunity
to reach their full
potential.



Report of the Board Chair

Completed by- Emily Small

Thank you for the opportunity to be president of the Deniliquin Children's Centre. My first year as Chair of the Board has been filled with admiration and awe for the incredible work of the staff and management at DCC and the ability for them to pivot with what seems to be continuing change and uncertainty. We have seen a number of challenges throughout 21/22 and to see such little disruption and the continuity of the service is a credit to the staff and management at the centre. We are so lucky to have a professional, caring, and hard-working team and we are thankful our children are in your capable hands.

Workforce has been a major focus of management and the board. We extended on the programs already in place to grow and develop our own motivated and qualified team. COVID lockdowns impacted staff wellbeing and unfortunately, many educators made the decision to relocate to other towns to be closer to family. This has impacted our workforce. One risk identified by the Board was the difficulty in recruiting Bachelor trained early childhood teachers. The Board commissioned People HR to complete a People Strategy and REM framework for the organisation. This will form much of the strategy for the remainder of 2022 in this area.

All services continue to work towards the highest quality standards. The Mobile service and the Childcare centre worked with the Regulatory body and ACECQA quality support programs to assist them in preparation for assessment and rating to take place in 2022-23. We are very proud of our self-assessment cycle which has been developed over the past few years.

Communication with community, particularly our families has been a focus as well. Despite the challenges of COVID, all services have improved family satisfaction ratings. It is pleasing that the number of First Nations children attending our services has increased in 2021-22 from 14 in 2021 to 22 in 2022.

Health and safety are always a focus, but in 2021-22 our services have been impacted by the COVID pandemic, with cases impacting children, families and educators. This had flow on effect to service provision. We are very proud of our teams for continuing to offer early childhood education and care, with services only closing twice. Occupancy has remained high in all services, and implementation of a casual booking system including a discount for those families who notified in advance of absence, was well received by families. Demand far exceeded supply!

The most significant strategic project for 2021-22 was the agreement to take Barham Early Learning Services under the DCC umbrella. The BELS board approached DCC as the governance and regulatory demands as the Approved Provider were unsustainable. Ensuring that the rural community of Barham had viable and sustainable early childhood education service is in keeping with the DCC vision. After significant due diligence, the Board signed a MOU in November 2021, with the transition agreement to take effect from April 1, 2022. In preparation for this transition, an organisation structure review was completed which mainly impacted the administration team. Legal delays held the settlement process up, and in April 2022 the Board agreed to provide Management services for BELS until settlement. On June 30, settlement had not occurred, and this service agreement is still in place. Once complete, this transition will mean a considerable increase in assets.

I want to say thank you to the board members for their hard work and dedication to the Deniliquin Children's Centre. After nearly 2 years of board meetings completed on Zoom, it has been great to finally hold some meetings face to face.

We unfortunately had to farewell Michelle Siena and Airlie Landale throughout the year due to relocations and their knowledge and skills have been missed. We are also farewelling Jen Laird and Katie Gordon from the Board. Thank you to you all for your input and hard work on the board.

Thank you to our incredibly talented staff your hard work, commitment and diligence are what make DCC such a great organisation to be part of. A special mention to the leadership team, Nominated Supervisors Tammy Cairnduff, Sharnie Celli and Heidi Plant, Business Services Manager Claire Nolan and Assistant Manager/ Quality Coordinator Kellie Crossley you have all gone above and beyond to deliver in extremely challenging circumstances.

Finally, I would like to thank Felicity, the general manager who has kept the organisation running. Your ability to adapt to change at a moment's notice whilst looking after all your staff is incredible to watch. We are lucky to have your positivity and dedication at Deniliquin Children's Centre. Thank you for your leadership and calmness during significant upheaval and for always being the voice of reason.

Emily Small

Chair- Board of Management



General Managers Report

Completed by Felicity Michael

Progress in Strategic Goal Areas- Operational Plan



To be recognised for high quality, play based learning programs in safe, natural and inclusive environments

Major progression has taken place in this area with tools developed and implemented for self assessment in every Area of the National Quality Framework. These include compliance with the National Regulations and allow both continual improvement and quality improvement actions to be identified and added to Quality Improvement Plans for each service.

To build strong and collaborative relationships with children, families and communities

The implementation of Xplor software platform in 2021-22 has increased efficiency and communication of children's routines with families. Services actively looked for ways to embed the philosophy into practice and to communicate this to families.

To be an employer of choice that supports a motivated and qualified team

Collaboration and peer mentoring continue to be a focus for the Leadership Team. All service leaders participated in ongoing professional mentoring with Catharine Hydon (Early Childhood Consultant)

To be a well governed, financially sustainable, value driven organisation

This has been a major area for 2021-22. The Board were approached by Barham Early Learning Association about the integration of their service under the Deniliquin Children's Centre umbrella. After investigation and due diligence, the Boards of both organisations agreed to a memorandum of understanding to integrate BELS in October, 2021. An agreement for DCC to provide management services to BELS until integration occurred was reached in March 2022. This continues until the final approval is obtained from the relevant NSW government minister.

To be a community leader in environmental sustainability

Each service has been implementing strategies to reduce waste.

2018-21 Strategic Plan results

Ambition	Measure	Baseline 2018	Target	Result 2019	Result 2020	Result 2021	Result 2022
Strategic Goal (1) To be recognised for high quality, play based learning programs in safe, natural and inclusive environments.							
(1.1) Implement the highest quality standards	maintain of improve Assessment & Rating	PS exceeding, CC meeting		PS meeeting, CC working towards			Awaiting result- expect meeting
(1.2) Consistently deliver, articulate and promote the benefits of play based learning	% overall satisfaction rating responses in family satisfaction surveys (Q1)		create survey for baseline	result- 81%, baseline- 80%	100%	97%	93%
(1.3) Use evidence based practice to inform decision making	Best practice guide implementation		Guide & policy development	Achieved	Achieved	Achieved	Achieved
(1.4) Advocate for the rights of all children to access and actively participate in our programs	Places accessed by children in out of home care	0%	4	4	5		6
(1.5) Maintain the safety and condition of our physical resources.	All services compliant using ACECQA compliance tool	100%	100%	100%	100%	100%	100%
Strategic Goal (2) To build strong and collaborative relationships with children, families and communities.							
(2.1) Implement systems that develop collaboration within our service, our Centre our community and the wider early education community	# community organisations services collaborate with	1 per service	2 per service	Av 3 per service	Av 4 per service	Av 4 service	5 per service
(2.2) Actively demonstrate our commitment to respectful relationships with children, families, staff and communities	Family satisfaction survey- childs interests & feelings considered		create survey for baseline	94%	99%	100%	100%
(2.3) Create regular, transparent communication with families	Annual family survey satisfaction rating communication about child's progress		create survey for baseline	94%	84%	97%	98%
(2.4) Develop our relationship with the Aboriginal community	Number of Aboriginal children enrolled in our services	10	12	15	7	14	22
Strategic Goal (3) To be an employer of choice that supports a motivated and qualified team							
(3.1) Develop support systems that contribute to staff wellbeing							
(3.2) Create & retain a motivated, confident and qualified workforce	retention rate (# staff leaving/ total staff employed)	87%	85%	80%	80%	97%	88%
	% diploma trained or above staff	58%	50%	54%	68%	64%	40%
(3.3) Create a culture of continual improvement through critical reflection and professional learning and embed leadership development initiatives for the Centre	Employee engagement survey results- opportunities to learn & grow in past 6 months	create survey for baseline	75%	82%	100%	100%	90%
(3.4) Actively strive to increase diversity of our workforce	Create a diversity plan for the Centre	Create & Imple	Maintain	X	X	X	People strategy developed
Strategic Goal (4) To be a well governed, financially sustainable, value driven organisation							
(4.1) Be financially sustainable, ensuring equity and viability.	Occupancy rates	PS 98%, CC 93%, Mob 36%	PS 98%, CC 95%, Mob 38%	PS 94%, CC 91%, Mob 32%	PS 95%, CC 94%, Mob 42%	PS 100%, CC 96%, Mob 58%	PS 97%, CC 92%, Mob 62%
	\$ value Bad debt write off	1500	1500	4050	1173	2403	\$850
	Operating surplus	-26159	10000	263417	73544	-165488	
(4.2) Align our governance model with contemporary governance principles.	%of the Mgmt Committee members undertaking the Governance training	100%	90%	89%	100%	78%	100%
Strategic Goal (5) To be a community leader in environmental sustainability							
(5.1) Engage in sustainability initiatives	# sustainability projects in QIP furthered per service	1	1/ service	2	3	2	2
(5.2) Embed sustainable practices in our services	Landfill waste reduced & Energy consumption reduced	75Kwh/day (av for PS & LDC currently)	75 KWH/day/ service	74.52KW/day	65KW/day	144KW/day	56.63KW/day
(5.3) Minimise our carbon footprint	Carbon footprint measure reduction	measure carbon footprint for baseline		X	X	X	x
(5.4) Showcase our achievements	# promotions/ yea	3	4	3	4	8	6



Quality Coordinator report-

Completed by Kellie Crossley



Overview

Supporting quality and compliance across all services by building capacity of the Nominated Supervisors and providing tools and support is integral to the role.

Focus for the year-

Self assessment and compliance framework developed

Covid-19 risk planning and review of relevant policies

Preparing Mobile for their first Assessment and Rating visit.

Barham Early Learning integration

Highlights for the year-

Self-Assessment and compliance- The way services undertake self-assessment and compliance has been reviewed and improved to make it easier, reduce duplication and make it more time efficient. All our services transitioned from the ACECQA Quality Improvement Plan reporting tool to the Self-Assessment tool in 2021, making it easier to identify quality improvement activities. The next step was to develop new tools for each National Quality Standard area using the Guide to the National Quality Framework and the Education and Care NSW regulations. The outcome was each Quality Area had a new tool that required a team approach, critical reflection, and the requirement to provide evidence. All services completed these tools during January – June 2022 and from here services were able to identify Quality Improvement goals based on evidence using the Self-assessment process. Any compliance related activities were actioned immediately and documented through the tool and the Nominated Supervisor reporting tool.

Professional and organisational training- Due to COVID-19 the organisational training day scheduled for January was unfortunately postponed. The focus of the training was Educational program and practice. An alternate format was implemented with Catharine Hydon via zoom with the Leadership team and Educational Leaders. The outcome being a clear plan for building the capacity of educators in the organisation.

A training plan is developed yearly and this assists to bring in all training needs for each service and the organisation.

The organisation has reviewed the first aid training with Rich River. We now have all educators undertake first aid training yearly as they are on the continuous learning program.

Barham Integration - Supporting the General Manager with BELS integration has also been a focus for the year.

Mobile Assessment and Rating – Plans were developed and implemented to ensure Mobile were ready for their first ever Assessment and Rating visit. Face to face visits, compliance checks, reflective questions and the NQF guide were used to help the team prepare.



Business Services Report

Completed by: Claire Nolan



Overview

Since taking on the position of Business Manager in May 2022, it has been a very busy couple of months. With the establishment of this position my role looks after not only the Administration Team but also Toy Library.

Focus for the Year

Toy Library- Since the inception of this position in May, I have been working with Penny to put several strategies in place to help increase the memberships in Toy Library. We have seen the return to promoting the Toy Library at community services around Deniliquin and holding an information morning at the kiosk. Advertisements for the Toy Library were also sent to all the local schools as a reminder of this service.

Administration Team Restructure- we have been adjusting to the restructure that took place earlier this year. The restructure of the Administration Team has resulted in a specific accounts and enrolment officer (Kylie Green) and a payroll officer (Mel Wilson). To allow both staff to move into these rolls we were also able to recruit an Administration Trainee (Annie Barling). Change can be hard, but I would like to commend the Administration Team on the professionalism and positivity that they approached this change. Annie started her traineeship with our service in February 2022 and she has been an amazing asset to the Centre from the day she started. I honestly think that we wouldn't have been able to achieve everything we have in the past 6 months without her dedication and hard work.

Compliance – After the announcement of the Barham Integration in March 2022 and Mobile A & R in May, Admin have been busy making sure that all staff and child files are compliant with regulations. This has meant auditing staff files for all our services, including Barham, making sure that we have all relevant documentation. Staff files, again including Barham, have been audited and follow up has been done to make sure that these are all compliant.

Budget and Finance- Within my new role I was able to start the budget build up for the expenses for the services at Deniliquin Children's Centre and the Barham Service. This also involved recommendations on possible fee increases. With the recommendations received from the REM report the budget was then revised to include these recommendations.



Service Report for the Preschool Service

Completed by: Heidi Plant (Nominated Supervisor/Educational Leader)



Service Overview

The Deniliquin Preschool is a part of the Deniliquin Children's Centre Company, a not-for-profit service, offering a high-quality preschool program to children aged 3-6 years in the Deniliquin local and surrounding area. Our service offers 3 separate age groups to cater to the developmental needs of specific ages providing children with up to 600 hours of quality Preschool in their year before school. We are a two-unit service, each unit consisting of up to 22 children per day.

Enrolment Pattern 2021/2022:

Magpie Room- Monday/Wednesday Young 4s, Tuesday/Thursday 4/5s, and Friday 3/y4s

Magpies 64 children M/W 22 T/Th 20 and Fri 22

Pelicans Room- Monday/Wednesday 4/5s, Tuesday/Thursday 4/5s, Friday 4/5s (third or one day)

Pelicans 49 children M/W 22 T/Th 22 and Fri 22

Total: 113 children across all Preschool programs.

APSC care – approximately 50 children permanently across the week (which increases with casual enrolments)

Current permanent enrolments M-14, T-9, W-11, Th-11, F-6.

In 2021/2022 the NSW Government continued free preschool, part of the start strong funding, which waived all fees for families and increased access to our programs for many children and families. We charged fees for our APSC hours- offering both casual and permanent options.

Program- The Early Years Learning Framework principles, practices and outcomes underpin the high quality preschool programs for children, valuing relationships, play and intentional teaching. Each unit's program is delivered by a 4-year trained early childhood teacher, a diploma qualified educator, and two assistant educators. We operate 40 weeks of the year, offering a 7.5-hour day 8:15-3:45 and After Preschool Care (APSC) hours until 5:15pm every afternoon. Each group consists of the same children and educators. This provides children with consistency to build relationships, support children's wellbeing and learning to reach quality outcomes in the program.

Our service works in collaboration with families and local School Bus company, Dysons, to support our rural and isolated families with increased access to our quality preschool programs for their children who arrive and depart our preschool service on the local school buses and we assist through walking them to and from the bus stop each day. 4-5 children/families across the week accessed the preschool (offering up to 5 each day) in this way.

Service focus for the year (2021/22)

- Self Assessment (QA7)- in 2021, we continued to strive toward achieving our 7 goals across all seven quality areas (as reported in the previous AGM report). Whilst we achieved many things, we identified there may be a better way to undergo both Self assessment and our approach to our Quality Improvement plan so that it was relevant, meaningful and ACHIEVABLE with sustainable results for our service. Feedback was gathered in relation to self assessment and reporting systems. This was refined and articulated with clear systems established in 2022. We made a commitment to the Department of Education: Working Document to gather Self assessment evidence in key practices, Continuous Improvement and Quality Improvement Plan notes. Further, this involved a suite of DCC self assessment tools being established and reporting methods to support a continuous and sustainable cycle of reflection and improvement. This has been incredibly successful with momentum gaining as we approach the half way mark, towards an embedded practice for self assessment. QIP Goals were supported by half the team in each unit to ensure key practices became embedded across whole service operations and in addition created positive working relationships and recognition of strengths across the service.
- Sustainability Projects (QA1)- Following sustainability week September 21, we identified that we wanted to further embed our intentionality in our programs, ensuring that sustainability was always on the program with sustainability projects and intentional teaching consistently embedded. Key practices we achieved through this were:

- Children are empowered in each of the programs to utilise the buckets to redcycle/reduce/reuse from their lunchbox waste.
 - The DCC Preschool Program tool includes Sustainability
 - A worm farm has been installed in each room garden to foster intentional teaching about sustainability through composting/worm farms
 - Additionally- our families have become involved in the next project collecting bread bags to recycle and contribute to the WONDERWHITE recycling program.
- Kimochis(QA5)- Supporting children's Self regulation has been a key focus of Preschools program and practice in 21/22. We have worked with Intereach to deliver this program to 174 children and their families in 21/22. Our preschool program tool has been amended to include Kimochis to ensure it is consistently embedded in program and practice. We have invested in purchasing the Kimochis Kit and accessed a number of training and learning resources to support further implementation of the program. Our PS service will continue to work with Intereach in the delivery of this valuable social emotional learning program.

Highlights for the year-

- Xplor transition- The move from QKKids to Xplor has been a significant change in our services in 21/22, affecting every user of our service from support staff to educators to families. This has impacted change in many of our compliance related procedures. From enrolment, to how families/educators record child attendance, how educator and child records are stored and processed, rostering and timesheets, emergency procedures, reports etc. We are so proud of how our community has embedded this change as we continue to persevere with the implementation of this program utilising the systems that work for our service and critically reflect on others.
- Mentoring & Professional Development- this year we have been able to support two trainees in starting their professional journey in early childhood education and care at Preschool. This has opened up opportunities for our existing experienced team members to support new team members throughout their inductions and study, in the role of mentors and then encouraged further mentoring opportunities through the hosting of students from local and regional high schools. I am privileged to continue with the opportunity to be mentored in my Educational Leadership role, by the fabulous Catharine Hydon, who never fails to pedagogically awaken and ignite powerful reflection. Our Pelicans team was able to work closely with our Sector Capacity Building Officer to increase engagement and participation through inclusion. Our teachers have engaged in the Inclusion Webinar series and made wonderful reflections which they are looking to further unpack. The ELEVATE seminar professional development gave the preschool team some inspiring development around play, learning and leadership which we may also look to further unpack.
- Environment Improvements – We made a number of improvements in 21/22 to our physical environment- improving the safety of our children outdoors by raising some of our outdoor fences; purchase & install of air purifiers, improving air quality/ventilation, in our indoor environments; design and installation of a new improved stage area- larger in design and more versatile to support children's play in this area and a generous family ensured our outdoor equipment received a new burst of colour and layer of protection being re-powdercoated.

Community involvement-

Many of our Highlights have involved the community including- reconnecting with our local schools- through South Public School NAIDOC week excursion, Edward Public School Visits and invitation to share information. Following COVID19 it has been exciting to gain momentum connecting our children/families to their school communities to support successful transitions for 2023.

We celebrated Read to me Week (learning about literacy, book fair and inviting families to share their reading time) and Lots of Socks week (supporting Down Syndrome Australia with fundraising for research, and wearing odd and colourful socks to create awareness of Down Syndrome).

Special Visitors week- We welcomed back visitors into the service on a larger scale (with covid measures still in place). Our service has historically had large scale events where we invite the whole community – connecting everyone- highlighting some of the connections we have really missed over the past two and a half years. This was such a joyous time with smiles and enjoyment all around as each child enjoyed showing off their learning and play to their special visitor. We are looking forward to continuing to provide more meaningful and joyful engagement with the community in the future!



Service Report: Deniliquin Child Care Centre

Completed by: **Sharnie Celli (Nominated Supervisor)**

Service Overview

Deniliquin Child Care Centre is licensed for 55 children per day, five days per week. Our operating hours are 8am-6pm. Our Centre comprises of four rooms:

- Puggles (0-1) – 10 children.
- Possums (1-2) – 12 children.
- Joeys (2-3) – 15 children.
- Wombats (3-6) – 18 children.
- We currently have a total of 129 children with permanent enrolments at the service and cater for the care and education needs of permanent families within the local and surrounding communities. We also offer casual care to families who access the Preschool Service, and the Mobile Child Care and Preschool Service.

The Deniliquin Children's Centre employs 26 educators as primary educators within the Child Care Centre.

Service focus for the year (2021-2022)-

QA1: PROGRAM AND PRACTICE: To support and encourage all educators to have an input into the program. This is to help support the lead educators in each room, staff to communicate better, share ideas and to work and learn each other's strengths. To support and extend on the children's learning and to give all educators the chance to learn and development.

QA2: MUNCH AND MOVE The garden beds were a focus of 2021, and this year the bath garden beds were installed. With the support from 2 families the garden beds are in place and have started being filled up with soil ready for planting in spring.

QA3: THE OURDOOR ENVIRONEMNT: This was a 6-month goal of the service. To ensure that it meets the needs of children, educators, and community. To have an outdoor area set up following the children's interest. This has been ever changing as the children's interests change and their learning develops. The large yard is being well used with great purpose, teaching the children, and extending on their learning.

QA4: PROFESSIONALISM: The team has come along way since I started in September. Management, educators, and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills. We have had new educators start and the support given to them has been amazing. We have been hit with some changeling times with covid-19 and the educators have gone over and above to keep the service operating.

QA5: DEVELOPING RELATIONSHIPS: Being new to my role, it was a goal of mine to meet and get to know not only the children but families as well. I have enjoyed my time on floor meeting and developing relationships with everyone. This has been the same for new educators as well.

QA6: BUILDING RELATIONSHIPS WITH FAMILIES: Being new to my role, it was a goal of mine to meet and get to know not only the children but families as well. I have enjoyed my time on floor meeting and developing relationships with everyone. This has been the same for new educators as well.

QA7: LEADERSHIP TEAM: Being a new leadership team has come with its challenges and I cannot speak highly enough of both Emma and Rachael. We have supported each other on this journey we are on, faced challenges head on and working together to improve on the way thing are done. We have supported educators to the best of our ability.

Highlights for the year-

1. In 2021- 2022 we have supported 3 ECT educators, 1 cert 3 trainee, 5 diploma trainees and 2 school-based trainees. As well at Educators having time away from the service for 1 month do complete their work placement

2. Rolling out the casual booking system to better suit families. This has worked so well and families have taken this onboard with ease. Our casual booked numbers have increased.
3. Working together as a team during trying times. The team have helped to ensure we are still providing quality care and have been able to remind open but working on their days off or longer shifts to ensure ratios are kept.
4. The installing of the vegetable gardens. This has been a plan for quite some time and to see it come together is great. With the support of a childcare family, we were able to receive some soil for the gardens.
5. Signing 2 more Educators up to be responsible people. This has given them a sense of worth and pride in taking the next step in their career and helps to give them more confidence.
6. Being about to support and keep our long-term educators. Their knowledge and strength is something so important to the service. Childcare in an industry that has been hit hard by covid with many departing the sector.
7. Strengthening relationships with Preschool and working together to ensure MMP and MDP for children attending both services are completed together and both services have the same knowledge to best support the children. Also this is supporting the families, saving them from having to fill out 2 sets of paperwork.

Community involvement-

Christmas cards being made by the children and send to Southern cross care Orana.

Community involvement has been very limited due to covid restrictions, but it is something we have discussed and would like to start planning again.



Service Report: Deniliquin Mobile Children's Service



Completed by: Tammy Cairnduff – Nominated Supervisor /ECT/Educational leader

Service Overview

The Deniliquin Mobile Children's service is privileged to educate children in rural and remote communities surrounding Deniliquin. We currently service Pretty Pine, Blighty, Wanganella, and Bunnaloo, providing childcare and preschool, running four days a week at venues and one day a week at office to meet parent's needs.

Our staff comprises of an Early Childhood Teacher, 2 x Diploma Educator's, a Certificate 3 Educator and 2 Trainee Cert 3 Educator's. The team of dedicated educators prepare equipment and resources, travelling daily to our communities providing unique and interesting educational experiences tailored for each individual child.

Our Mobile community consists of 61 permanently placed children across all venues from 37 families. We are funded through – NSW Department of Education Preschool funding

- NSW Department of Education Long Day Care Funding
- Department of Education and Training (Commonwealth) Community
- Childcare Fund viability Funding
- Department of Education and Training (Commonwealth) Childcare Subsidy Service

Service focus for the year (2021-2022)-

The Mobile team worked together at the start of each year to compile our QIP goals through reflection of the previous year goals, our practice, audits, also what we deemed to be important for our children and families. Goals we have worked on from July 2021 through to June 2022:-

QA 1- To Make DCC Philosophy visible on Mobiles program by end of June 2022.

The Mobile team worked together to create a table of phrases from our DCC Philosophy, which we now use to put on our documentation to allow educators and families to be familiarised with this amazing writing of our beliefs for our organisation.

We now have reference to DCC philosophy every fortnight on our program. Also all our observations, learning goals, Development of learning reports have phrases of our Philosophy noted on them.

QA 2- For children and educators to take part in age and stage appropriate physical activity daily.

We have implemented excursion books at every venue to allow for bush walks regularly. Staff have taken part in an Age and Stage Milestone's training from staff meetings lead by Educational Leader and 2IC lead educator has enabled the team to work together on weekly physical activities per age group with individual educators.

QA 3- Mobile will run an indoor/outdoor program.

Supervision maps have been designed for each venue to ensure children's safety and correct ratio's to allow indoor/outdoor play to become embedded in our program. Lead educator's are running two routine times to allow all age groups quality time and experiences for play and learning.

QA 4- For Mobile to retain staff and have a strategy for a succession plan.

Focusing on retention of staff we have implemented rosters for daily duties especially with the physical side of unpacking, setting up, packing away, to allow an equal spread across the team. Our program is being completed

with 2 teams taking it in turns each fortnight to enable each team to have opportunity to complete observations, unpack resources at base shed in an unhurried way. Through the committee's approval we are experimenting with shutting Mobile down for a week in July, for staff to have a break and catch their breathe.

QA 5- Mobile to have routines in place that allow for each age group appropriate time with individual educators.

Throughout the first half of the year the Mobile team has been designing a routine for each venue that allows educators to split up into age appropriate groups to focus just on that group, allowing for preschool time, tummy time for the babies, focus on fine motor skills ect. Currently the team are reflecting and revising these routines each staff meeting to improve on this one on one time.

QA 6- To engage our children's and communities culture throughout the first half of the of 2022.

The Mobile team under took a survey with families and children to try and define our culture for our Mobile community. We discussed and explained to the children the meaning of culture and after engaging in professional readings at team meetings we defined the meaning as- Culture is a word for the "way of life" of groups of people. We had even responses with farming, community groups, environment and family, so we have decided to use all of these in our programming with adding a section onto our program template so our culture is programmed for with experiences continually throughout the year.

QA 7- For all responsible Persons on Mobile to be confident with the procedure of a venue closure when circumstances warrant.

Risk assessments have been completed for Potential Emergencies with some that can result in service closure. We have a vehicle Accident Procedure in place now, which can result in closure. We have developed a step by step template on procedure down to the words we use with families when happening. We will be practicing this with next evacuation drills.

Highlights for the year-

Over the past 24 months Mobile has been working extremely hard for A&R, which finally happened in May 2022. , I could not have been prouder of the Mobile team, it was a very long process having all 4 venues needing to be accessed separately, then our admin side making up five reports to receive a rating. At the time of writing this report I still am unaware of our rating, but I know everyone did amazingly showing their professionalism and enthusiasm for the Mobile Service. Thank you to the leadership team and management for their support and guidance through this process, I truly believe we are a wonderful organization and very lucky to have mentors, leaders and educators that work together to support each other and our services.

Our administration team deserve immense praise for their due diligence with all that is admin. Thanks to them we were prepared and I was free of worry for compliance issues, knowing everything was all true and correct.

All the Mobile venues participated in "We Matter", creating a tree representing our 5 communities that are united as one for the inclusion and education of our children. All our children's handprints along with educators were gathered with the different venues printed in different colours. We received wonderful feedback from families telling us how much they loved this project and the children had opportunity to realise they were part of a wider community then just the one they lived in. This art piece gave our children the beginnings to recognise that they have the right to belong to many communities.

Mobile was lucky to have a joyful highlight that we still talk about each week with the children still remembering what a great day this was. We were so lucky to have a very special visit from 12 bundles of joy in the form of Labrador puppies. One of our families brought in these puppies and let them go in our hall, we had a wonderful time sharing giggles and smiles as we played with our new puppy friends. The joy this bought to the educators and children was an incredible feeling. Some of our children met their puppy for the first time as they were going to be theirs, also we took pictures and showed children at the other venues and they were excited as some of them were going to be theirs very soon, showing the connection our venues have with each other in the wider community of Mobile.



Service Report for the Toy Library

Completed by: Penny Gallpen



The past 12 months has seen our service mostly return to usual as the COVID-19 restrictions have eased. Opening hours remain the same for weekdays being 11.5 hours over 3 days. Members can access the service outside of these hours with the help of Admin staff. The Saturday morning opening time was reduced from two hours back to one as a trial, and due to its success, will remain that way. The change came about due to the reduced number of members borrowing on a Saturday which I believe is largely because the Toy Library is more accessible throughout the week. The change was also due to the increasing difficulty of finding members to cover shifts with so much illness and self-isolation.

The membership fees remain the same - \$48 Duty, \$72 Non-Duty, \$120 Group, \$10 Casual (Occasional). A new pricing structure was introduced in May to include 6 month and Trial Membership options as well as abolishing the old pro-rata system.

All of the signs, emails and templates have been updated to reflect these changes.

At the end of June, we had 65 financial members:

21 Duty Members

39 Non-Duty Members

5 Group Members

Of this number there were 30 new members to join – 3 Duty, 24 Non-Duty and 3 Group members. The Duty numbers continue to decline as families seem to be more busy and less likely to want to commit their time. Of the 24 Non-Duty members, 15 were from the New Parents Group.

There are another 51 families in the New Parent's Group. This is a list of emails I have collected from visiting Intereach when I give the new parents an overview of our service outlining the benefits of becoming a member. Parents also receive a voucher entitling them to their first borrowing for free and I encourage parents to call in and check out our facilities as a community hub as well as the Toy Library. They are sent periodic emails as a reminder of the value of the Toy Library and the benefits of joining as their child develops. There are now 5 different emails sent out over three years as reminders with age-appropriate information for the importance of play at their child's stages of development. I have found some members consider joining after another sibling is born.

August saw us back in lock down and I was able to work on a click and collect option to make our service available in the uncertain future. Although we opened back up in September, the click and collect model was useful for families still wanting to limit contact as well as those wanting to save on time. This has been particularly useful for our Group Family Day Care members but also used by a number of parents wanting a quick turn around or not wanting to bring children in.



After 3 years, I have completed my first stocktake. This has been a long process due to a number of reasons:

Many toys had been in storage during the build, so I had wait until all boxes were returned.

Once toys were returned there was also many boxes of missing pieces which needed sorting and returning to toys.

Many bags and labels needed replacing or updating and I have also added 650 photos along the way (all toys now have photos and can be viewed on our online catalogue)

Have replaced missing pieces from our spares collection as well as combining and relabelling a number of toys that had too many missing pieces.

The stocktake showed there were 211 toys missing. No toys have been withdrawn on Mibase since 2012, so assume there has not been a stocktake completed since then. A further 94 toys were in the withdrawn list which means they were either broken, damaged and dangerous or retired due to too many missing pieces and insufficient play value. Some of these I was able to combine with other sets or keep for spare parts.

We cleared out the last of the storage sheds in March and accessioned a few more toys which were no longer wanted by services. 72 toys have been added to our collection this year, all of which were donations. There are currently 1481 toys available to borrow.

There have been 2168 borrows over the year and 772 member visits.

Further to sorting puzzles into difficulty levels, I have introduced some category tubs. These are labelled 'animals', 'farm', 'food', 'transport', 'sea', 'challenge'. The idea was to make it easier for services to locate puzzles around particular learning areas. It also makes it easier for me to find if requested or for click and collects.

A new 'Not for Group borrowing' sticker has been introduced to allow family members a selection of toys in good condition without missing pieces. Also, for some donated toys that are not as durable and would not withstand the robust play from groups. The Services have been fantastic at supporting this initiative and families have found it very beneficial.

Deb has started a display of toys in the kitchen/foyer area of Day Care. Each month a new theme is selected for the children to enjoy while they eat. We have added a poster to advertise and promote the Toy Library to parents as well.



Claire and I spent a morning at the Cressy Street KIOSK to promote the Toy Library. We had lots of toys on display and balloons to give away as well as a toy guessing competition. It was a very chilly day and not many people were out and about but those that were stopped by and had lots of suggestions. I have created a new poster to display in businesses/ waiting rooms/ clubs around town. An advertisement was placed in the school newsletters to promote holiday borrowing for families and grandparents. The next stage is to develop a stronger presence on social media.

Once again, thank you to all Admin Staff who continue to make it possible for members to borrow outside of opening hours.

