



Gowrie
South Australia

Annual **Report**

2016



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Chair Report

In late 2015, we celebrated the Gowrie's 75th anniversary which included activities for the community, our stakeholders and staff, and children and families. It was a wonderful event that highlighted the long term commitment and pride in our organisation and our history that are the foundation of our work. Very soon however, the current political and economic climate gained first place. The Board has been focused on the strategic direction of the Gowrie and how to position the organisation for the future within a climate of changing funding commitments at both state and federal levels.

The funding situation for professional development and qualifications work has not improved in 2016. With the end of the Professional Support Coordinator role in June 2016, the Board prioritised plans to enable the retention of Gowrie staff working in the professional development and learning program. The Board reviewed plans for a full fee-for-service professional development and learning program and approved the continuation of operations on a commercial basis. This plan enabled key staff to be retained but will require over the next two years, close and ongoing monitoring of the financial performance against budget.

In regard to qualifications funding, we were disappointed to see that for a second year all state funding under the Department for State Development (DSD) for children's services qualifications was directed to TAFE. This move means our Certificate 3 and Diploma in Early Childhood Education and Care courses have a limited future. Our attempts to attract full fee paying students for the Diploma proved unsuccessful however we were able to secure a cohort of fee-paying Advanced Diploma students to continue the leadership qualification. This work will ensure that the Registered Training Organisation (RTO) can continue at least in a reduced capacity to ensure that systems and skills are maintained.

We were delighted that our tender for the Inclusion Support Program was successful. We designed a comprehensive strategy that we anticipate will in the longer term result in better inclusion of all children with special rights, while also promoting awareness and understanding of the need for all children's services to be inclusion-ready. This program has meant a rapid expansion of our operations and the employment of

24 new staff to work in the program. We consider the inclusion program fits well with our current Gowrie SA vision and thus our early education programs and parenting programs. It is also consistent with our understanding of how to encourage early childhood educators to participate in ongoing learning to improve their practice and in this way support the wellbeing and learning outcomes of all children. We see complementary functions across the inclusion program and the professional development and learning programs.

Throughout the year staff have explored ways to secure funding for parenting programs. This included a meeting with Minister Close to highlight the benefits of the Through the Looking Glass parenting attachment project and the contribution such a program could offer to support the wellbeing of vulnerable children and their families. The Board approved a proposal to fund a parenting program leader and we were delighted to be successful in seconding Pam Murphy from the Department of Health. In the aftermath of the Nyland report which focused on child protection in South Australia, there is a great need for deep level and intensive programs that assist parents to make genuine change. Pam will continue to drive our efforts towards securing funding for programs.

In December 2015, an agreement was signed between Gowrie SA and the University of South Australia to facilitate joint research initiatives. Although as yet there is no new research on the horizon, the extension of the Universal Access program funded by the Department of Education and Child Development offered ongoing opportunities for Gowrie and the University of South Australia staff to continue to work in partnership to develop intellectual property. The program has resulted in significant improvements in participating centre teams and an enrichment of preschool programs offered in child care settings. I made a presentation, co-developed by the team, reporting on the project at the European Early Childhood Education and Research Association conference in Dublin, Ireland, and the team has written and submitted a journal article for publication.

The children's programs as always have been central to our work, and places continued to be in demand. The staff have worked tirelessly in research and innovation. Last year their presentation at the AGM demonstrated the capacity of our staff to translate research into practice and foregrounded the depth of analysis that lies behind the staff/child relationships and their commitment to understand each child's experience in order to build secure attachments. The Enterprise Agreement for the staff working in the child care programs previously under review, has now been signed off by Fairwork Australia and most importantly, staff have received their back-pay.

In closing I want to acknowledge the dedicated and expert work of the children's program staff. The programs they develop and lead make us very proud, and are examples to which other services look in building their own. I also acknowledge the work of staff in the Gowrie Professional Learning program who

are instrumental in working towards our vision to lead the sector in the wellbeing and learning of children, families and educators. I particularly want to welcome the Inclusion Agency staff and congratulate them on their choice to work with Gowrie SA.

Parents, you make a critical contribution to Gowrie SA, through trusting us as your preferred education and care site for your children. You partner with our staff and support the Centre and its programs in many ways. Lynne Rutherford our Inclusion Agency leader, Mary Scales our Professional Learning program leader, Lyndsay Healy and Eleanor Forndran, program leaders at Thebarton and Underdale respectively, thank you for your dedication and daily commitment to Gowrie SA, and for the expertise and wisdom that you offer.

Finally, I acknowledge the work of our Chief Executive. As you may know, Kaye has just successfully completed her PhD focusing on leadership in early childhood, a momentous achievement, one that has inspired us all. In her leadership role at Gowrie SA Kaye is not only entirely committed to the success of the Gowrie in all that she does, but also to furthering early childhood across our state, our nation, and internationally. Despite the breadth of her role, Kaye works tirelessly to achieve real gains in all these fields and for this I thank Kaye on behalf of all of us at GowrieSA.

Dr Victoria Whitington

We designed a comprehensive strategy that we anticipate will in the longer term result in better inclusion of all children with special rights, while also promoting awareness and understanding of the need for all children's services to be inclusion-ready.



Above: Kaye Colmer, Victoria Whitington and past staff member Bessie Welch cut the cake at Gowrie's 75th anniversary celebration; Above top: Animal experiences for children at the 75th anniversary celebration fun day.



Above: Staff dancing with Dusty Feet Mob (from Port Augusta) at our staff conference 'Children's Rights To...' in September. Above top: Auntie Leonie Brodie (centre) officially unveiling the gathering space and totem for 2016 Aboriginal and Torres Strait Islander Children's Day.

2015-16 has truly been a big year in terms of the work demands for me personally but also for our staff. In this report I can offer the key highlights but you will find more detail in the program reports contained in the Annual Report. Throughout the year we felt the cloud of uncertainty but happily for us, this cloud had a silver lining.

We were delighted to be successful in winning the Inclusion Agency tender for South Australia. This project brings a significant and sudden increase in staff, taking the overall number of permanent staff from around 56 to 80. Operationally the Gowrie works as an integrated service and our organisational structures and systems are designed to facilitate this. While we are delighted with our recruitment of staff who come from rich and diverse backgrounds, the sheer number of new staff present some challenges to our established patterns of working as an integrated organisation. A priority for us is to ensure that staff relate first to the Gowrie, and then to the program. This is crucial as we want all staff to understand our underlying philosophy and our values. Without this knowledge, staff cannot perform their work roles. Although the project did not officially begin until the new financial year we were busy in preparations from late April.

We have committed to continuing our across organisation project groups and whole of centre professional learning, and where possible joint staff meetings. A current priority is to understand the impact on our organisation of the new program, and in order to do this we have set up a research project to explore organisational culture and to map what works well and what could be improved. A leaders group is working on this project with the aim of creating genuine mechanisms for deep-level professional dialogue and to build strong and integrated networks through the organisation.

A number of other project groups continue under the Nepurla banner and you can see details of these in the Annual report.

During the year we supported 2 staff to participate in the DECD Reggio Emilia group tour. These staff have taken on responsibility to lead projects across the Gowrie and to facilitate professional learning for the sector. The children's programs have incorporated a Reggio Emilia lens as one of several lenses to explore their practice. Other areas of research and innovation in the children's programs include projects on child voice, play spaces and nature play. We were thrilled that our kindergarten teachers were successful in winning the prestigious Early Childhood Australia (ECA) Margaret Trembach scholarship to undertake research into nature play and bush kindies that will incorporate children working on risk assessments of exploring natural areas.

The long awaited final assessment and rating report of the Thebarton Children's program was received in April and we were pleased with an overall rating of exceeding, which attests to the work of the staff in offering quality environments for children's learning and wellbeing. We anticipate that our Underdale centre

will be assessed within the next 12 months. Examples of work across both centres show that our educators have offered the children many opportunities for intellectual engagement. In addition to the projects already described, the infant and toddler rooms have considered topics such as emotions, machines (stimulated by the renovation of the driveway) and the natural world. Staff have also continued to work on the challenges that were presented by Dr Robyn Dolby at the July 2015 closure day. This work involves focusing on understanding the internal motivations that drive each child, following the question "do you understand me?"

Our parenting programs have operated on small budgets and some have been subsidised by Gowrie funds. Staff have worked on revising and customising our parent programs with Through the Looking Glass modified into a 9 week course utilising a supported playgroup rather than child care, which has proven very effective. A new Circle of Security Parenting (COS-P) group focusing on children living with autism has been widely endorsed by participants. Our other parenting programs, have offered a range of parent supports including the Fatherhood project (funded by Uniting Care Wesley, Port Adelaide), the Whyalla playgroup (funded by Department of Social Services) and TtLG (funded by the Department for Communities and Social Inclusion). We have continued to present the value of our TtLG project to state government, as having potential to support vulnerable children and families, particularly in the aftermath of the Nyland Report. However, without ongoing funding we will be unable to continue this work.

The Gowrie Training Centre staff faced a difficult year with the loss of both state and federal funding. We were pleased that the Board agreed to a plan to continue on a reduced scale to offer fee-for-service professional learning including the Advanced Diploma of Community Sector Management. This work will require careful management and ongoing monitoring of financial performance.

Our work on our Reconciliation Action Plan has continued and we have continued to develop deeper understanding throughout the organisation; this work has included staff, children and families. We have been delighted that Auntie Leonie Brodie has continued to work with us as our Elder in residence. An example of this work is the totem pole at Underdale which you can see featured in the Annual Report.

Throughout the year we worked in partnership with a number of other organisations; the most significant of these was partnering with Inclusive Directions to offer a conference series - Inclusion Matters which was well supported by the sector. A list of other partners are included in the report.

I would like to acknowledge the children and families who are central to our work. I would also like to thank all the staff – without their hard work and commitment, and their willingness to learn and be challenged; our work would not be possible. I would like to thank the Senior Leaders and the Team Leaders for their work in leading projects (see details in the body of the report). I would like to thank Lynne Rutherford who has played a critical role in acting as CEO in my absence, and who has

taken on a variety of positions as needed throughout the past year. Lynne moved temporarily into the Gowrie Professional Learning leader role when Christine Burgess went on maternity leave in October 2015. Christine subsequently resigned her position in April 2016 and I acknowledge her many years of service in managing the Gowrie Training Centre. Lynne has now moved to the new role as the Inclusion Agency leader. Mary Scales has also taken on new roles as needed, and is now the Gowrie Professional Learning leader which incorporates the Universal Access project. I think this kind of flexibility of our staff in taking on new roles and responsibilities at short notice epitomises the strength of our team.

Finally, I would like to thank all of the Board members for their ongoing work and support which is offered in a voluntary capacity. Special thanks go to Dr Anne Glover for presenting a thoughtful and engaging address for the 75th Anniversary celebrations, to Catherine Peacock for her work in the role of Treasurer, and to Dr Victoria Whitington in her role as Chairperson. Once again, Victoria has provided both personal and professional support to me and the senior team, and has been a strong advocate for the Gowrie. A strongly performing Board is critical for the ongoing success of the Gowrie.

Kaye Colmer

We were delighted to be successful in winning the Inclusion Agency tender for South Australia. This project brings a significant and sudden increase in staff, taking the overall number of permanent staff from around 56 to 80.

Professional Learning Program

Professional Support Coordinator

This has been the final year for the federal government Professional Support Coordinator contract. Initially, the contract provided professional learning to all education and care services. Since 2014, it has provided subsidised professional learning opportunities and support for Out of School Hours Care (OSHC), Family Day Care (FDC) and Budget Based Funded (BBF) services throughout South Australia.

Under the PSC role we have offered 811 sessions to a total of 3,918 participants. We have also provided 1,392 phone support calls.

We have continued our collaboration with the Australian Children's Education and Care Quality Authority (ACECQA) with a successful roadshow exploring cultural competence in Clare, Berri and Adelaide.

The following sessions were offered in partnership with the Regulatory Authority:

- How is the cycle of planning visible in an emergent curriculum?
- Developing a play curriculum for infants and toddlers
- Preparing for your assessment visit forum

We have supported learning hubs in the Adelaide hills, Port Lincoln, Paradise, Limestone Coast, Whyalla and Mount Gambier. These hubs have all had local co-ordinators organise professional learning sessions that have been well received and attended.

We have collaborated with a variety of stakeholders, including the Department of Education and Child Development (DECD) OSHC unit, Family Day Care educator and stakeholder group, Catholic Education and Budget Based Funded services, including mobile and Aboriginal services. We have also worked closely

with the State Office Program Managers in the delivery of the PSC contract. The end of this contract also drew to a conclusion our subcontracting arrangements with Network SA and Inclusive Directions (who delivered the Bicultural Support Program and Specialist Equipment Library). We have been fortunate to have had strong relationships with such important stakeholders.

Fee for Service

This year we have launched an 'app' for the Professional Learning Program which features an online calendar, registration page, enquiry function and links to events and publications. We have also launched an online calendar to provide a more sustainable and flexible calendar which can be regularly updated. In addition to this we are printing six monthly calendar overviews, which have been sent to education and care services throughout SA.

During this year we have offered 1,053 fee-for-service sessions to the sector to a total of 10,918 participants. Of these sessions the most popular topics were: inclusion, sustainability, Circle of Security, Marte Meo, Cultural Competence, literacy and numeracy, Reggio Emilia series, FDC educators and coordinators conferences.





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Registered Training Organisation (RTO)

The cessation in funding through the state government Skills for All funding program has impacted on our ability to offer subsidised qualifications. We have been able to continue those students who had already started with us in their Diploma and Advanced Diploma qualification. This year we have had a total of 102 students studying Diploma of Early Childhood Education and Care with us, 14 studying Diploma of School Age Education and Care and 126 studying Advanced Diploma of Community Sector Management. We had a total of 140 students graduate with a qualification in this twelve-month period.

We are continuing to offer the Advanced Diploma as a fee-for-service option. Our partnership with Lady Gowrie Tasmania has continued whereby we are the auspicing RTO as they deliver Advanced Diploma of Community Sector Management, Certificate III in Early Childhood Education and Care and Diploma in Early Childhood Education and Care qualifications. We have renewed our Agreements to sell the license to deliver the Advanced Diploma of Community Sector Management to Tasmania, New South Wales, Victoria and Northern Territory.

Special Events

We have offered several special events and conferences including:

- The Inclusion Matters series in collaboration with Inclusive Directions;
- Family Day Care Coordinators conference – Leading the National Quality Standard in FDC
- Embedding Sustainability conference
- The Artist Within - Arts conference
- Free sessions for the Out of School Hours Care Sector, in association with DECD

Other achievements and guest speakers over the past year have included:

- Partnership with Gowrie Australia to add seven new 'Theory into Practice' sessions taking the total to twenty sessions
- Dr Susanne Owens – Professional Learning that Makes a Difference
- Wendy Lee - Exploring Threads of Learning: An ongoing cycle of planning, documenting and evaluating
- Robyn Dolby - Being with Children's feelings and Practical application of Circle of Security and Marte Meo in an education and care context
- Pam Winter - Reflect, Respect, Relate

We have strengthened our relationship with the Teacher's Registration Board who are now advertising Gowrie SA professional learning sessions to the preschool and early years of school sector on their website.

From May 2016, Mary Scales was appointed as the Professional Learning Program leader, enabling Lynne Rutherford to take on the leadership role for the Inclusion Agency.

**Mary Scales,
Professional Learning Program Leader
(June 2016)**

**Lynne Rutherford,
Professional Learning Program Leader
(October 2015 - May 2016)**



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Key concepts that have been woven into learning environments, documentation and program cycles are understanding the potential of ‘provocations’ and capturing the social context of children’s learning in documentation.



Children's Programs

Unpacking the meaning and value of Reggio Emilia principles for our practice within Gowrie SA Children's Programs has been an ongoing focus this year.

Within their programs, educators continue to explore learning from the Reggio Emilia professional learning closure day held in March 2016. Key concepts that have been woven into learning environments, documentation and program cycles are understanding the potential of 'provocations' and capturing the social context of children's learning in documentation. Kindergarten educators have joined the Reggio Emilia SA Network and have attended site visits where a Reggio Emilia philosophy is evident. This has inspired educators in creating learning environments for the children, and assisted in broadening partnerships with early childhood sites and schools. Infant and toddler educators recently presented a poster at the Children's Voices Symposium 'Making Visible the Voices of Infants and Toddlers' which documented the contribution towards project work for infants and toddlers.

The Kindergarten Advisory Group was successful in applying for the Margaret Trembach Research Scholarship through Early Childhood Australia. This will set the focus for the next 18 months of exploring how children's engagement in Benefit-Risk Assessments can support their access to natural learning environments within the community, and develop their capacity for managing the often challenging learning opportunities afforded by natural environments.

Staff across the organisation continue to lead initiatives through groups such as the Sustainability group, Gowrie Leadership Forum, Kindergarten Advisory Group, Neplura groups and the Reconciliation Action Plan group. Neplura groups were re-envisioned this year with a focus on documentation of children's learning. Every educator participates in at least one of these groups. Five groups have designed processes for critically reflecting on educators' documentation of children's learning that suit the individual context of the group. Foci include educational research, learning lenses, program cycles and social justice.

As Children's Program leaders, our ongoing presence in a number of organisations and committees was valued, including Community Children's Centres SA, Australian Community Children's Services, UniSA Early Childhood Advisory Group, National Quality Agenda Stakeholder's Advisory Group, The Early Years Reference Group, and Strengthening Universal Access, among others.

The Thebarton campus underwent Assessment and Rating in November. We are very proud of our advocacy and results in achieving an overall rating of 'Exceeding the National Quality Standard'. Work is currently underway to apply for the 'Excellent'

rating. The team at the Underdale campus have actively been applying learning from Thebarton's experience to be in the best possible position to undergo Assessment and Rating within the next 12 months.

During 2015 and 2016, an inquiry into how to embed critical reflection was undertaken across the organisation (see details later in the Report). This project specifically focused on strengthening and identifying critical reflection which can occur during everyday practice across all professional roles in the organisation. This built on work the Gowrie Leadership Forum initiated and developed, which included a series of three professional learning sessions, the 'Critical Reflection Professional Learning Series'.

During 2016, the Enterprise Bargaining Agreement was renewed, maintaining educators' access to above award salaries and conditions. Staff have attended conferences such as the Children's Voices Summit, Sustainability Conference, Australian Council for Educational Leadership Early Childhood Conference, Children's Voices Symposium, and Infant and Toddlers Conference. They have contributed publications to Reflections, and conferences, including the 2016 Early Childhood Australia Conference.

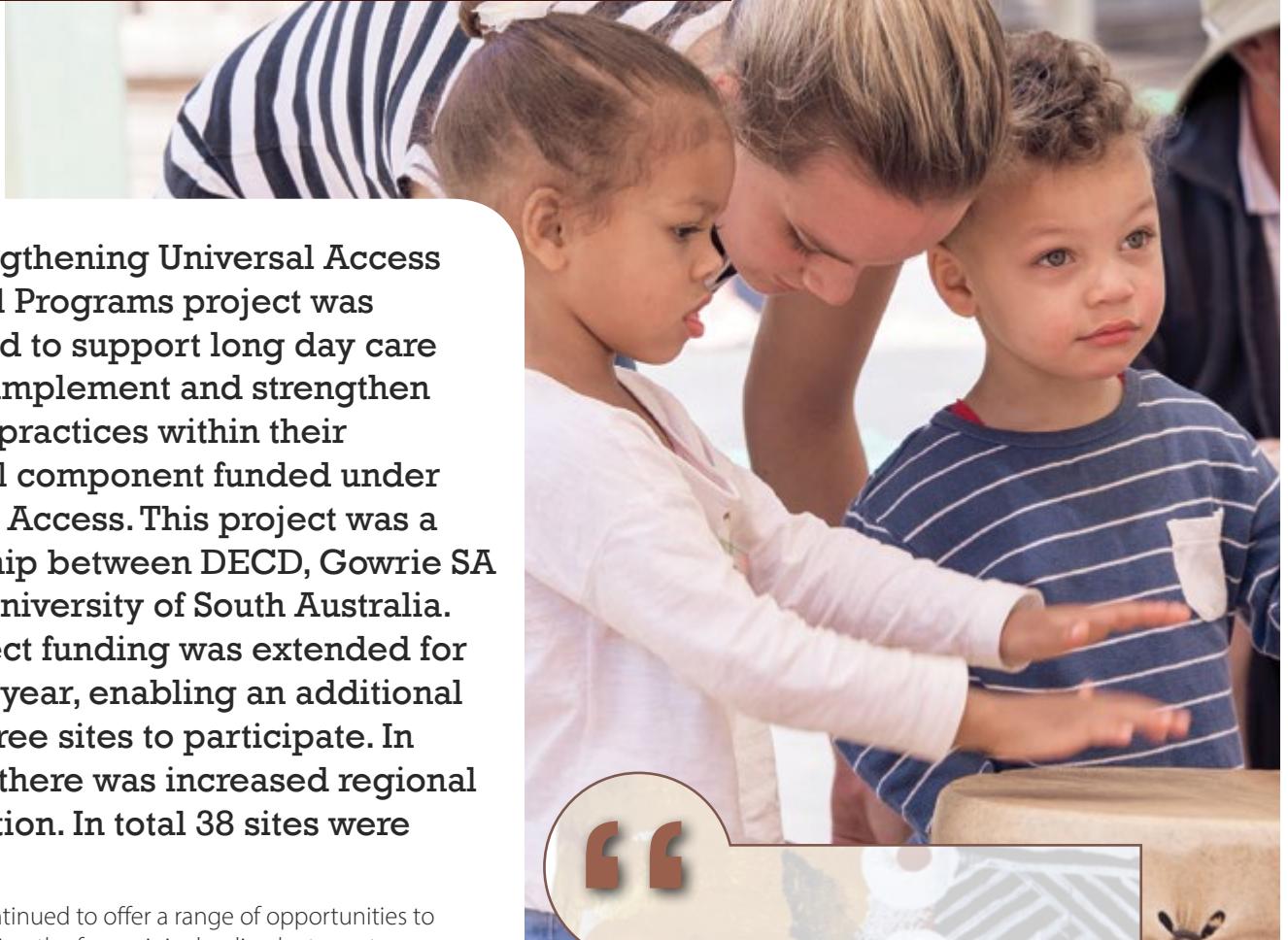
Educators continue to support students on placement at both sites. This year we have had a number of TAFE, University of South Australia, Flinders University and Gowrie SA students. Thebarton hosted Speech Pathology students from Flinders University. A number of Team Leaders and Assistant Team Leaders at both sites have completed or are studying the Advanced Diploma of Community Sector Management.

In order to strengthen our programs, the organisation has undertaken significant driveway works, upgraded carpets and flooring across both sites, and installed new cabinetry in the children's rooms. Landscaping work has been undertaken at Underdale including fences and pathway upgrades, and the native sensory garden at the front of the centre has been completed. This work was made possible by grants from Natural Resources Management and Obesity Prevention and Lifestyle Program. This gathering space is marked with an Aboriginal totem pole that Auntie Leonie Brodie created with Underdale children.

Children's Programs educators have led initiatives across the organisation and within the community, and worked together to overcome challenges and continue to extend the quality and individuality of programs for children. We thank them for bringing Gowrie SA's vision and values to life through their relationships with children, families and our community.

**Lyndsay Healy, Eleanor Forndran & Krystal Kimble
Children's Program Leaders**

The Strengthening Universal Access Preschool Programs project



The Strengthening Universal Access Preschool Programs project was developed to support long day care services implement and strengthen teaching practices within their preschool component funded under Universal Access. This project was a partnership between DECD, Gowrie SA and the University of South Australia. The project funding was extended for a second year, enabling an additional twenty three sites to participate. In addition, there was increased regional participation. In total 38 sites were involved.

The Project continued to offer a range of opportunities to the sites including the four original online lectures, two new online lectures developed in collaboration with the University of South Australia, lecture meetings which brought people together to unpack the concepts introduced, hub groups, intensive mentoring, phone support, social media and Moodle strategy, and site projects.

New initiatives for this year of the project have included a networking event where sites came together with a common focus, and participants had the opportunity to share provocations and professional conversations. We have also held events for Directors about leadership and for Early Childhood Teachers to help them better understand their role and responsibility within the Universal Access context. We have started work on a promotion flier for sites to customise and use to promote the preschool options at their sites to families. An orientation document is being developed that will support those new to Universal Access funding to better understand the strategy, their responsibilities, possible organisational structures and team work. A set of frequently asked questions for those beginning to implement Universal Access will be available.

The evaluation measures will be in the latter half of 2016 and will include parent, educator and Director surveys. There will also be a final event where all sites will be brought together to share their learning and journey with others. A report will be submitted to DECD with the findings from this second

...working with sites with a holistic approach has proven to bring about changes in professionalism, curriculum approaches, leadership, reflection and ultimately better outcomes for children and families.

year of the project. During this year we had a conference paper accepted about the findings of this project for the European Early Childhood Education Research Association (ECCERA) and work has commenced on an article for The New Zealand Council for Educational Research journal to share the learning more broadly. This model of working with sites in a holistic approach has proven to bring about changes in professionalism, curriculum approaches, leadership, reflection and ultimately better outcomes for children and families.

Mary Scales – Program Leader

Gowrie Parenting Programs

Parenting Programs – Whyalla

The project in Whyalla, funded through the Department of Social Services Children and Parenting Support Services offers activities including COS-P programs once per term and weekly facilitated playgroups at two locations. Two Whyalla-based staff have established connections with local service providers and the community supporting referral pathways. This has involved attending community events, membership on early childhood interagency committees targeting families with pre-school aged children and providing parent-child activities in the local shopping centre and library. With secure locations for both program delivery (playgroups and parenting programs) and office space the community is slowly becoming more familiar with Gowrie presence and services. In an effort to build numbers at the supported playgroups staff have targeted participants of the COS-P program inviting them to join the playgroups as follow on from the COS-P. The supported playgroups offer further opportunity to explore attachment concepts as presented within the COS-P program and also supports relationships developed between participants over the 8 week period.

I have visited Whyalla several times to meet with staff to provide support to the programs, network with local agencies and offer supervision and mentoring. This also provided opportunity to re-negotiate an extension of our lease for a further year securing a staff base at Nunyara; negotiate a new agreement with Wynbring Jida Child Care Centre to provide crèche facilities for the current and future COS-P participants' children; and to explore opportunity to co facilitate the COS-P program with other agency staff which would support Gowrie SA staff's professional development.

Further exploration for options for collaborations and partnerships continues to support new initiatives to meet identified need.

Circle of Security Parenting (COS-P)

Circle of Security Parenting groups (COS-P) has been offered as a fee for service model with a group available once per term. Systems developed to maximise referrals to the program and to promote the service as broadly as possible appear to be working well, however due to competition with many agencies across the metropolitan area who offer the program free the need to charge fees impacts demand.

Circle of Security Parenting groups (COS-P) for Parents of Children Living With Autism

The first COS-P for parents of children living with autism was completed mid-June. Evaluation was extremely positive. Two further programs have been scheduled for the 3rd and 4th terms as a fee for service.

Through the Looking Glass program (TtLG)

The Community Benefits SA grant funded to October 30th 2016 supports the delivery of the Through the Looking Glass program (TtLG) modified version from the Thebarton site. Our preliminary evaluation data suggests that there has been benefit for participants. Ongoing efforts are being made to explore additional funding/financial support to facilitate sustainability and expansion of this program.

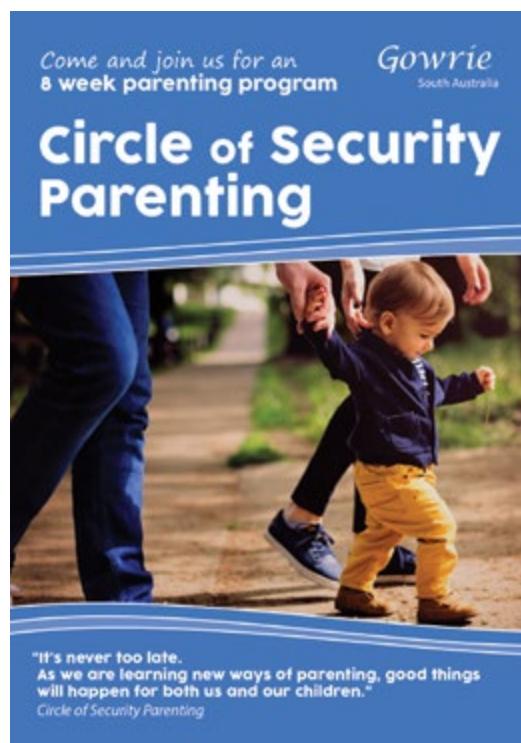
Fatherhood Support Project

A grant through Uniting Care Wesley Port Adelaide supports the delivery of the Fatherhood Support Project. A range of activities with a focus on fathers/male caregivers and their children includes a weekly co-facilitated playgroup, fortnightly weekend family activity session on Sundays, and the delivery of COS-P specifically targeting fathers/male caregivers offered each term.

New referrals for these activities are forthcoming from other agencies and many of the fathers attending the COS-P program choose to join the open sessions on Sundays.

Application for funding to enable Gowrie SA to continue all of the parenting support programs has been submitted and we are awaiting a decision. Without ongoing funding/financial support to facilitate these programs, the future provision will be limited.

Pam Murphy
Manager Parenting Programs





Financial report

The 2015/2016 year has been a successful year for Gowrie SA financially resulting in a net profit and increased overall reserves from the previous year.

Our children's programs experienced above expected utilisation and our kindergarten programs were also well utilised. The children's programs have returned a surplus, however, the delay in the signing of the Collective Agreement beyond the 2015/2016 financial year requires staff to be back paid to the 1 July 2015. Once this payment has been made there will be a small surplus in each program.

Funds have been assigned to capital upgrades of the children's facilities that include replacement of cabinetry and floorcoverings. Some of this work will be ongoing through to 2017. Other significant capital work included repairs to the roof and the western wall in the Thebarton children's program. In addition the entire security system across the Thebarton campus was upgraded. At the Underdale campus the children's bathroom was upgraded to include privacy doors in the children's toilets with a complete refurbishment of flooring and wall tiling.

Funds for the qualifications work were higher than anticipated during the financial year due to the majority of qualification students completing their course requirements. These figures need to be considered over the four year funding period rather than viewed in isolation. Many students took longer than anticipated to complete their qualifications due to the demands of working and studying. Due to the availability of the federally funded Long Day Care Professional Development Program funding, the Fee for Service program has returned a moderate surplus, which is above what we forecasted.

As an organisation, we have continued to invest in staff development and learning which includes attendances at conferences, professional learning days and study opportunities. The maintenance of a staff conference fund assists all staff from across the Gowrie to access professional learning opportunities including overseas study. In 2015, two staff were supported to attend a 10 day intensive study tour in Reggio Emilia.

Overall Gowrie SA is demonstrating sound financial management and is making considered and productive financial decisions for our future.

Board Members

Dr Victoria Whitington
Dr Yasmin Harman-Smith
Dr Anne Glover
Ms Catherine Peacock
Mr Liam Connelly
Ms Raema Mahony
Dr Andrew Williams (retired February 2016)
Ms Ariel Bastian (appointed July 2016)
Ms Nareen Carter (appointed July 2016)
Ms Michelle Victoria (appointed July 2016)
Ms Kaye Colmer

Submissions

Response to Child Protection Inquiry
Regulation Impact Statement – Child Care Assistance Package
Skills for All review

Research

Interdisciplinary educational project led by Flinders University: NIEfWEYs (National Interdisciplinary Educational Framework for Workers in the Early Years) which is exploring the development of a national framework for the education of professionals working with young children.

Strengthening Universal Access to Preschool evaluation and research with UniSA

Conference presentations

Inclusion Matters conference series

- Marte Meo – a responsive strategy designed for working with children with autism (Ebert and Littlewood)
- Inclusion is possible – sharing success stories from education and care (Healy and Scales)

NZEALS 2016 - Transformative Leadership for Social Justice (Rutherford)

Children's Voices Symposium 2016 – Making Visible the Voices of Infants and Toddlers (Forndran, Gray and Walsh)

Early Childhood Australia 2016 – Using Anticipatory Planning Webs to Strengthen Partnerships with CALD Families (Lister and Kemble)

European Early Childhood Education Research

Association 2016 Engaging early childhood educators in professional learning communities (Whitington, Scales, Sisson and McInnes)

Publications

Colmer, K. (2015). Leading professional development and learning in early childhood centres: A social systems perspective. In M. Waniganayake, J. Rodd & L. Gibbs (Eds.), *Thinking and learning about leadership: Early childhood research from Australia, Finland and Norway* (pp. 32–48).

Publications (cont.)

- Sydney: Community Child Care Co-operative (NSW).
Reflections – Benefit-Risk Assessments with Children (Stone & Lipitkas)
Reflections – The Power of Professional Learning (Cameron)

Projects and Groups

- Kindergarten Advisory Group
(Lyndsay Healy & Eleanor Forndran)
- Margaret Trembath Scholarship Research Project
(Kate Stone, Christina Lipitkas, Rob Lister)
- Critical reflection literature review (Eleanor Forndran)
- Critical reflection action research project
(Renee Kemble & Melissa Bowman)
- Documenting learning from Elder in residence
(Tae Viri)
- Sustainability Committee (Jess Shaw, Melissa Bowman, Sammy Springbett)
- Reconciliation Action Plan Working Group (Mary Scales)
- Social justice (Lynne Rutherford)
- Pedagogy and documentation Nepura groups
(Kate Stone, Krystal Kimble, Eleanor Forndran, Lyndsay Healy, Lynne Rutherford & Mary Scales)
- Gowrie Leadership Forum – Gowrie culture project
(Kaye Colmer & Eleanor Forndran)

Professional relationships

- Department of Education
- Department of Education and Children's Services (DECD)
- Department of Community and Social Inclusion (DCSI)
- Department for State Development
- Department of Social Services
- University of South Australia
- Flinders University
- Lady Gowrie Tasmania
- Gowrie Australia
- Professional Support Coordinators Alliance (PSCA)
- Education and Standards Board of SA
- Teachers Registration Board – Early Childhood Reference Group
- Australian Children's Education and Care Quality Authority (ACECQA)
- Early Childhood Australia (ECA)
- Catholic Education
- Uni SA Early Childhood Advisory Group
- OSHC Quality Improvement Group
- National Quality Agenda Stakeholder's Advisory Group - The Early Years Reference Group
- Community Children's Centre SA (CCCSA)
- Australian Community Children's Services (ACCS)
- Dignity for Disability
- Inclusive Directions
- Network SA
- Novita Children's Services

- Nunyara Health Service, Whyalla
- Obesity Prevention and Lifestyle Program (OPAL)
- Reconciliation Australia
- Reconciliation South Australia
- Anglicare SA
- Carers SA
- Uniting Communities
- Uniting Care Wesley Port Adelaide
- Dr Sarah Blunden
- Turkindi
- CARA (Respite Agency for foster children with disability)
- Natural Resources Management Board Adelaide and Mount Lofty Ranges
- Kesab
- Nature Play SA
- TAFE SA

Completed Qualifications

Advanced Diploma in Community Sector Management:

Sammy Springbett
Renee Kemble
Melissa Bowman
Cathy Cameron
Jecinta Russo
Krystal Kimble
Christina Lipitkas
Rosemary Thompson
Jade McCorquodale
Melissa Clausen

Diploma:

Belinda Johnson
Shameela Khambaita
Shannon Vennix
Jade McCorquodale

Currently Studying

Bachelor of Education (Early Childhood):
Rachel Lovell

Advanced Diploma of Community Sector Management:
Emily Fish, Michelle Walsh, Silvana Beatrice

Diploma of Early Childhood Education and Care:
Sari Jones, Melissa von Senden, Tania Rainsford

TAE (Certificate IV in Training and Assessment):
Mary Scales and Gloria Lalor-Mundine

