Our Vision

A City which values its heritage, cultural diversity, sense of place and natural environment.

A progressive City which is prosperous, sustainable and socially cohesive, with a strong community spirit.
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VENU

Staff Room, St Peters Child Care Centre & Pre-school

HOUR

5.30pm

PRESENT

Committee Members

Mayor Robert Bria (Presiding Member)
Cr Evonne Moore (entered the meeting at 5.33pm)
Mr Phil Baranski
Ms Monica Di Lernia
Ms Megan Halliwell

Staff

Sharon Perkins (General Manager, Corporate Services)
Alice Parsons (Director, St Peters Child Care Centre & Pre-School)

APOLOGIES

Nil

ABSENT

Nil

TERMS OF REFERENCE:
The St Peters Child Care Centre & Pre-School Committee is established to fulfil the following functions:
• to provide feedback on the St Peters Child Care & Pre-School Centre’s Strategic Plan and Business Plan; and
• to undertake general oversight of issues related to child welfare, programming and safety of the Centre.

1. CONFIRMATION OF THE MINUTES OF THE MEETING OF THE ST PETERS CHILD CARE CENTRE & PRE-SCHOOL COMMITTEE HELD ON 23 JULY 2018

Mr Phil Baranski moved that the minutes of the meeting of the St Peters Child Care Centre & Pre-School Committee held on 23 July 2018 be taken as read and confirmed. Seconded by Ms Megan Halliwell and carried.

2. PRESIDING MEMBER’S COMMUNICATION

Nil

3. QUESTIONS WITHOUT NOTICE

Nil

4. QUESTIONS WITH NOTICE

Nil

5. WRITTEN NOTICES OF MOTION

Nil

6. STAFF REPORTS

Cr Moore entered the meeting at 5.33pm.
6.1 DIRECTORS QUARTERLY ACTIVITY REPORT – SEPTEMBER 2018

REPORT AUTHOR: Director, St Peters Child Care Centre & Preschool
GENERAL MANAGER: General Manager, Corporate Services
CONTACT NUMBER: 8366 4585
FILE REFERENCE: S/00913
ATTACHMENTS: A

PURPOSE OF REPORT

The purpose of this Quarterly report is to provide information in respect to the following:

- Provide feedback on the Centre’s Strategic Plan and Business Plan prepared by Centre Management for the Child Care Centre.
- Undertake, under the direction of Council and on behalf of Council, the general oversight of issues related to child welfare, programming and safety of the Centre.
- To execute such powers as the Council may lawfully delegate to it.
- To do anything necessary, expedient or incidental to performing or discharging the functions of the Committee as listed in the terms of Reference or to achieving its objectives.

This report provides the Committee with a status report on the activities of the St Peters Child Care Centre & Preschool, for the period 30 September 2018.

BACKGROUND

The Centre has been in operation since 1976. The Centre is licenced to accommodate 105 children per day, however to ensure the high quality of care the Centre is known for is maintained, the number of available places has been capped at 94 places per day.

The key activities completed during the Quarter ended September 2018, together with actions completed in previous Quarters, as required by the Centre’s Strategic and Business Plans, are included in the Discussion Section of this report.

RELEVANT STRATEGIC DIRECTIONS & POLICIES

This report informs the Council on the St Peters Child Care Centre & Preschool activities and supports Council attaining:

Outcome 1: Social Equity: A connected, accessible and pedestrian-friendly community

Objective 1: Convenient and accessible services, information and facilities.
Strategy 1.2: Maximise access to services, facilities, information and activities.
Strategy 1.3: Design and provide safe, high quality facilities and spaces for people of all backgrounds, ages and abilities.

Objective 4: A strong, health, resilient and inclusive community.
Strategy 4.2: Encourage and provide opportunities for lifelong learning.
Strategy 4.3: Provide spaces and facilities for people to meet, learn and connect with each other.

The Centre’s policies and procedures are reviewed and updated over a twelve (12) month to two (2) year period, in line with National Quality Standards and the Centre’s Continuous Review Policy.
FINANCIAL AND BUDGET IMPLICATIONS

Not Applicable.

EXTERNAL ECONOMIC IMPLICATIONS

Nil

SOCIAL ISSUES

The Centre actively promotes a policy of inclusion for all children and their families. Its location in a mixed use area, results in a potential client base of working parents who live and work in close proximity to the Centre.

The information provided in the report has no direct social issues which need to be considered.

CULTURAL ISSUES

Not Applicable.

ENVIRONMENTAL ISSUES

Not Applicable.

RESOURCE ISSUES

Not Applicable.

RISK MANAGEMENT

Not Applicable.

CONSULTATION

- Committee Members
  Not Applicable.

- Community
  Not Applicable.

- Staff
  Not Applicable.

- Other Agencies
  Not Applicable.

DISCUSSION

Child Numbers

The Centre is licensed for a maximum of 105 children daily; however to ensure a high quality of care, the daily attendance numbers are capped at 94 per day on Mondays, Thursdays and Fridays. To meet family needs, the attendance numbers are increased on Tuesday and Wednesday, with the available spaces capped at 98 per day. The mix of the numbers per age group may change on a needs basis. For example, the Centre has up to 28 under two (2) year olds, up to 30 two (2) to three (3) year olds and up to 36 over three (3) year olds. The average number of children for which services were provided for the September 2018 quarter is detailed in Table 1 below.
TABLE 1 – CHILD NUMBERS

<table>
<thead>
<tr>
<th>Age of Child</th>
<th>Staffing Ratio</th>
<th>Number Allowed at the Centre (maximum)</th>
<th>Number of Children - Average for the Quarter</th>
<th>This Year</th>
<th>Last Year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Under Twos (2)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 weeks to 24 months</td>
<td>1:4</td>
<td>12</td>
<td>11.33</td>
<td>11.40</td>
<td></td>
</tr>
<tr>
<td>6 weeks to 24 months</td>
<td>1:4</td>
<td>16</td>
<td>16.73</td>
<td>15.12</td>
<td></td>
</tr>
<tr>
<td><strong>Over Twos (2)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 years to 3 years</td>
<td>1:5</td>
<td>15</td>
<td>12.35</td>
<td>13.95</td>
<td></td>
</tr>
<tr>
<td>2 years to 3 years</td>
<td>1:5</td>
<td>15</td>
<td>14.58</td>
<td>14.35</td>
<td></td>
</tr>
<tr>
<td><strong>Over Threes (3)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 years to 4 years</td>
<td>1:10</td>
<td>18</td>
<td>17.75</td>
<td>18.16</td>
<td></td>
</tr>
<tr>
<td>4 Year to 5 years</td>
<td>1:10</td>
<td>18</td>
<td>17.81</td>
<td>17.41</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
<td>94</td>
<td>90.55</td>
</tr>
<tr>
<td>Budget</td>
<td></td>
<td></td>
<td></td>
<td>90.00</td>
<td>90.00</td>
</tr>
<tr>
<td>Number of sessions where 90 children attended for the Quarter</td>
<td>39 days out of a total of 65 days</td>
<td>58 days out of a total of 60 days</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average daily attendance – Year-to-Date</td>
<td></td>
<td></td>
<td></td>
<td>88.91</td>
<td></td>
</tr>
</tbody>
</table>

While the Centre is licenced for 105 long day care places, to ensure that the Centre continues to provide above standard quality care, the Centre has limited the number of available places to an average of 94. To meet demand of peak days, the number of spaces has been increased to 98 places per day for Tuesday and Wednesday’s. While the Centre has capped the number of available spaces to 94, due to a recent increase in new Centres being opened within the area, the 2018-2019 budget has been set at 90 places.

The utilisation of the Centre for the September Quarter is at 100% of the Centres budgeted capacity. The year-to-date utilisation (98.7%) is largely impacted by limited demand for care on Monday’s and Friday’s. Due to the number of new Childcare Centres being established within the area and generally throughout Metropolitan Adelaide, maintaining the Centre at capacity is difficult. It should be noted that the surrounding established Centres are also feeling the impact of the increasing number of Childcare Centres opening up throughout the region.

Despite lower than desired capacity, feedback received from within the industry is that the Centre is the preferred option for long day Childcare.

Staff to Child Ratios

The Centre is required by the National Quality Standards to maintain a minimum Educator to Child Ratio at all times. The minimum Educator to Child ratios are detailed in Table 2.

TABLE 2 – MINIMUM EDUCATOR TO CHILD RATIOS

<table>
<thead>
<tr>
<th>Age Grouping</th>
<th>Educator to Child Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-24 months</td>
<td>1:4</td>
</tr>
<tr>
<td>25 months – 36 months</td>
<td>1:5</td>
</tr>
<tr>
<td>37 months to 5 years</td>
<td>1:10</td>
</tr>
</tbody>
</table>

As illustrated in Figure 1, as at the end of S 2018, the Centre continues to exceed the Educator to Child ratio in the Over Three’s (3) only. Due to the strong demand for places in the three (3) and under age group, without appointing additional staff, it is difficult for the Centre to exceed the minimum Educator to Child ratio within this age group, while maintaining full Centre capacity.
Staffing

To ensure that the Centre meets the required staff to child ratios, the Full-time Equivalent Educator positions required are:

- Under 2’s 7.00 FTE
- 2-3 years 6.00 FTE
- Over 3’s 4.00 FTE

To ensure the ongoing continuity of care, during periods of staff absences, Educators from within the casual pool are utilised. Not only does this ensure that children are cared for by familiar Educators when their primary care givers are absent from the Centre, it ensures that operational costs are maintained, as there is less reliance on engaging temporary contract staff through temporary contract labour hire agencies to cover absences.

The staff numbers have kept relatively steady since the opening of the new room from 2016. The Centre has total 28 employees, which consist of 3 management and administration staff, 13 full-time, 6 part-time, and 7 casual staff as shown in Figure 2.

* The Casual Child Care Workers includes staff working in rooms and all relief staff.
Universal Access to Early Childhood Education

Funding can be claimed for every four (4) year old child who remains at the Centre in the twelve (12) months prior to full-time schooling and has access to fifteen (15) hours of preschool services, providing the child is not accessing a preschool service from another external service, such as a Department of Education Preschool or Kindergarten.

For the year-to-date period to September 2018, the Centre is yet to receive funding under the Universal Access Scheme for the children utilising the Centre for the pre-school service.

National Quality Standard

Staff practices, policies and procedures are continually reviewed in line with the new National Quality Standards and a Quality Improvement Plan has been completed. The Centre has undergone its first round of Rating and Assessment. The Centre received an overall rating of ‘Working Towards’.

The seven (7) areas identified under the National Quality Standard are:

- Educational program and practice;
- Children’s health and safety;
- Physical environment;
- Staffing arrangements (including the number of staff looking after children);
- Relationships with children;
- Collaborative partnerships with families and communities; and
- Leadership and service management.

The Centre is set to be reviewed annually under the National Quality Standards. In preparation for the Annual National Quality Standard Review, the Centre’s Director and Educational Leader have been benchmarking with other Centres to share knowledge and gain ideas.

The Centre submitted its Quality Improvement Plan (QIP) to the Education Standards Board on the 17 August 2018. The Ratings & Assessment was undertaken on Wednesday 10 October 2018. There is up to a six (6) week wait till the Centre will receive the results of the assessment.

Since the initial ratings and assessment review, the Centre has:

- implemented an extended program for the children which visualises the links between the curriculum and the five (5) learning outcomes from the Early Years Learning Framework (EYLF) within the classrooms;
- produced and implemented check sheets to ensure that allergy information is updated; and
- had a representative for the Gowrie Institute of Training, visit the Centre to provide assistance to Educators on how to document critical reflection focused on the operations of the rooms.

In addition, the courtyard, next to the kitchen has been transformed into a suitability focused yard, with raised garden beds, a compost bin and a worm farm, for projects relating to protecting our environment.

Strategic Plan

The Centre’s Strategic and Business Plans have been approved by the Committee and the Council. The Centre’s Business Plan established Key Result Areas/Targets. The achievement of the outcomes up June 2018, are contained in Attachment A.

OPTIONS

Not Applicable.
CONCLUSION

The St Peters Child Care Centre & Pre-school is recognised as a leader in the provision of high quality child care. It is expected that this will continue. The Centre on average for the September quarter has 90 children accessing the service on a daily basis, with an expectation that this will increase throughout the year. Despite the increase in licenced places the Centre continues to maintain a waiting list for 2019, with a significant proportion of these referrals coming from word of mouth.

COMMENTS

Nil

RECOMMENDATION

That the report be received and noted.

Mr Phil Baranski moved:

That the report be received and noted.

Seconded by Cr Moore and carried unanimously.
6.2 2018 CUSTOMER SURVEY

REPORT AUTHOR: Director, St Peters Child Care Centre & Preschool
GENERAL MANAGER: General Manager, Corporate Services
CONTACT NUMBER: 8362 1832
FILE REFERENCE: S00913
ATTACHMENTS: Nil

PURPOSE OF REPORT

The purpose of this report is to provide the Committee with the results of the Customer Survey which was undertaken in May 2018.

BACKGROUND

To ensure that the needs of the children, Parents and Carers are being met and to guide the Centre’s Quality Improvement Plan, Educators require information on the respective child’s routines, interests, learning goals and family culture. Families and Carers also need to have open communication with the Educators so that they can seek information about how their child is developing, as well as having the opportunity to participate within the Centre and their child’s development.

The Centre regularly undertakes a customer survey to gain feedback from families regarding the education and care which is provided to their children. The survey was emailed to all 146 families utilising the services of the St Peters Child Care Centre & Preschool. A total of 66 families responded to the survey.

The results of survey will be used to support the Centre’s Quality Improvement Plan and identify any areas of improvement under the National Quality Framework. The Centre’s Quality Improvement Plan is an ongoing plan which supports continuous improvement throughout the Centre.

RELEVANT STRATEGIC DIRECTIONS & POLICIES

Nil

FINANCIAL AND BUDGET IMPLICATIONS

Nil

EXTERNAL ECONOMIC IMPLICATIONS

Nil

SOCIAL ISSUES

Nil

CULTURAL ISSUES

Nil

ENVIRONMENTAL ISSUES

Nil

RESOURCE ISSUES

Nil
RISK MANAGEMENT

Nil

CONSULTATION

- Committee Members
  Not Applicable.

- Community
  The Survey was conducted via Survey Monkey. All families (146) currently utilising the service were provided with the opportunity to respond. Of the 146 families, sixty-six (66) responses were received. The response rate is consistent with previous surveys which have been undertaken.

- Staff
  The survey questions were determined in conjunction with the Centre’s Educators.

- Other Agencies
  Not Applicable.

DISCUSSION

The questions contained in the Survey assist in providing a clear direction for the Centre and the Centres Educators, on how to guide and achieve quality results in the seven (7) areas that complete the National Quality Standards (NQS).

Communication

Communication between the Educators and the families is a consistent factor throughout a number of the Quality areas, standards and elements within the National Quality Framework.

Due to the importance of communication, a number of the survey questions focused on the sharing of information. Communication and the sharing of information are considered essential to helping build a thorough Quality Improvement Plan for the Centre, which supports the seven (7) Quality Areas of the NQS.

Communication is essential to building effective relationships, education, and keeping children safe. These areas are covered in the following Quality Areas of the Standards:

Quality Area 1: Educational program and practice
Quality Area 2: Children’s health & safety
Quality Area 3: Physical education
Quality Area 5: Relationships with children
Quality Area 6: Collaborative relationships with families & communities.

These Quality areas guide the Centre to achieve a holistic, energetic Centre and to work towards a rating of Meeting.
Sharing of Information

As detailed in Figure 1, over 86% (2016:80%) of families responded that they are provided with the opportunities for the sharing of information between the families and the Centres Educators.

FIGURE 1: SHARING OF INFORMATION

Families and Carers were also provided with the opportunity to provide specific comments about the sharing of information and the specific comments included:

- *I appreciate the many ways I can communicate with the Centre. Via sign-in sheets, speaking to Educators, emailing, or calling. It is very convenient for me.*

- *Educators are always very approachable, personable and helpful at drop-off and pick-up times. Would appreciate greater flexibility in meeting times (i.e. when there is an issue to discuss or interview times) outside of regular work hours (as this is sometimes quite limited). Verbal updates are really appreciated, but more write-ups re any key outcomes / issues identified would be really helpful too.*

Quality of Educational Activities

In addition to sharing information, it is important that Educators are able to provide adequate age appropriate activities for each child to promote early education using the Early Years Learning Framework. As detailed in Figure 2 below, 97% (2016:90%) of parents have indicated that they are satisfied with the level of activities provided for their children.
Families and Carers were also provided the opportunity to provide specific comments about the sharing of information and the specific comments included;

- From my understanding, the Educators do a wonderful job helping with growth and development of all the children. Would be great to have a summary list of activities done each week (i.e. in addition to the occasional learning story re one particular activity).

Building Relationships with Educators

A fundamental part of children’s development with in the Early Years Learning Framework is to form secure bonds and trusting relationships with their Educator’s.

Families were asked if they felt that their children were provided with opportunities to form trusting relationships with the Educators. As detailed in Figure 3 below, 95% (2016:95%) of families indicated that the Centre provides adequate ways in which their child can form trusting relationship’s with Educators.
Families and Carers were also given the opportunity to provide specific comments about the activities provided for their children and specific comments included:

- Loves the educators! Even ones in other rooms (not primary).
- The primary carers are all wonderful and my children have also formed strong bonds with the regular casual staff, however, often the agency staff appear grumpy and are rude. This often happens on a Friday.

**Learning Environment**

Another important aspect of the child's development and learning, is to encourage the children to display a degree of independence and exploration. As detailed in Figure 4, 92% (2016: 91%) of respondents have indicated that the Learning environment and approaches which are adopted at the Centre promotes independence, exploration and learning through play.

**FIGURE 4: LEARNING ENVIRONMENT**

![Graph showing responses to the introduction of natural elements in the younger age group's play space.](image)

**Play Spaces**

This area focuses on natural areas within the younger children's outdoor play space.

By adding a range of sensory areas and natural items into the outdoor play space, children are encouraged to have a sense of inquiry, with the freedom of the outdoors. Parents and Carers were asked how they feel about introducing bark chips and garden beds within the younger age group (under 2’s) play space.

As detailed in Figure 5, 98% of Parents and Carers were supportive of the Centre introducing more natural elements, such as bark chips and garden beds within the Under 2's outdoor play yard.
Specific comments included:

- *I think this is a great idea, I also think it would be great if they could plant and grow plants like herbs etc.*
- *Yes!!! We love this idea*

**Transitions**

It is important that both the children and their families feel supported when their child transitions from one room to another. It is recognised this is an unsettling time for some and staff at the Centre endeavours to make transition from one learning environments to another, as seamless as possible. An effective transition supports the ‘Meeting’ rating under the National Quality Standards in Quality Area 5: Relationships with Children and Quality Area 6: Collaborative Partnerships with Families and Communities.

As detailed in Figure 6 below, 81% (2016: 71.6%) of the respondents feel that the transition visits have been handled well. While there has been an improvement in the way the room transitions are handled, some work is still required to improve the experience of the 19% (2016:26%) of respondents who are not entirely satisfied with the room transitions for their children.
Families and Carers were also given the opportunity to provide specific comments about the transition process provided for their children and specific comments included:

- **Transition process has been great for the children, but more written information for the parents well in advance of the actual transition time would be really appreciated. Also, sometimes as parents we are just being asked what our child's needs are, but we would like to know more about the Educators and what happens in the room / what can be expected.**

- **Really happy an Educator moved into the new room too. Great there are some children from the previous room there now too.**

In addition to some of the key aspects of the National Quality Framework, a number of more general questions were asked about certain aspect of the Centres operations and services. Areas included daily menus, social media and the additional family involvement.

**Menus**

Morning tea, lunch and afternoon tea is provided at the Centre on a daily basis. Parents were asked to rate the Menu.

**FIGURE 7: QUALITY OF MENU**

Compared to the 2016 Survey, there has been a decrease in the perception of the quality of the Menu. The reason for this decline will be investigated to determine which aspects of the Menu are deficient.

Families and Carers were also given the opportunity to provide specific comments about the activities provided for their children and specific comments included;

- **Excellent. Great variety, mostly healthy but some treats which is good, and children always get through the day well because they are fed well. Would be great if we could introduce a cake being baked for the children's birthdays (given we can't really bring anything in without allergy issues).**
Social Media

Other Child Care Centres use Facebook and other forms of social media as another means to communicate with Families and Carers. Social media is used to remind Families and Carers of up-coming events and on occasions display activities that have been happening throughout the day. While 60% of the respondents are supportive of the use of Facebook, the comments provided by those who are not in-favour demonstrate strong concerns around the Centre having a Facebook page. General feedback has been in support of an app that shows children’s learning and development.

Family Involvement

There has been some discussion around if the Centre would benefit from a working bee and if parents would like to be a part of it. Comments are as below:

- Absolutely! Families spend so much time at the Centre. Donating a few hours a couple of times a year is not a bit imposition. However, organise a coffee van for the day!
- Like the idea but would struggle to find the time.
- We are tight for time and weekend family time is especially important. We want to support the Centre, however could maintenance or changes be managed without busy bees?
- Happy to contribute - would help if plenty of notice given - say a month in advance so we can get in our diaries. Perhaps you could set up a time to nominate for so that not everyone turns up at the same time (e.g. 9-1030am; 1030am-12pm; 12-1:30pm - depending on how much time and work needed).
- I would, but I’m terrible at contributing to busy bees, sorry :)

Additional Suggestions

Parents and families were asked if they had any additional ideas or comments to contribute. Comments and responses are as below:

Comment: Wonderful Centre with excellent caring educators.
Comment: Love the Child Care Centre and have had great experiences with all the kids' carers. Thank you!
Comment: I have heard about an app that allows parents to receive photos and updates on what the kids are up to during their day. I love the sound of this, I love getting pics of my girl when I’m not with her?
Comment: Opportunities for make-up sessions for public holidays or scheduled holidays, like many other child care centres offer. The Centre is looking somewhat old and tired. I think it would be worthwhile planning and budgeting for a ‘refresh’ so that it looks and feels more inviting.
Comment: It’s always great to see new resources enter the Centre including new books, toys, carpets, etc.
Comment: If the sleep information could actually be filled in on the sign in/ out sheet that would be helpful so you don’t have to search for the other list.
Comment: Keep up the good work!

In response to survey, the following issues to date have been actioned:

- No ‘routine jobs’ or breaks are taken between 8:15am and 9:15am and after 4:10pm, as these are peak communication time for Parents and Carers. All staff must be engaged in activities with their rooms, and are therefore more available to parents to be able to have updated information about their child and vice-versa.
- Development of the natural spaces has commenced in the younger play yard, with a bark chip area now present and garden beds will to be added.
- The 2018-2019 Adopted Budget includes funding for iPad’s for each room, and staff are reviewing the Childcare centre focused App’s currently available for sharing child information with Parents and Carers.
OPTIONS

Not Applicable.

CONCLUSION

Overall the comments which have been provided by the Parents and Carers throughout the Survey are positive and supportive of the practices which are undertaken by the Centre. The comments have also allowed Educators to reflect and remove or minimise, some of the barriers that may have been facing some Families and Carers. Staff are continually seeking to improve the experience for both the children and the Families who access the Centre.

COMMENTS

If you have any queries relating to the information within the report, please contact the Council’s, Director, St Peters Child Care Centre & Preschool on 8362 1843.

RECOMMENDATION

That the report be received and noted.

Cr Moore moved:

That the report be received and noted.

Seconded by Ms Monica DiLernia and carried.
7. OTHER BUSINESS

7.1 Terms of Reference – Risk Management Report

Mr Phil Baranski moved:

That the Terms of Reference for the St Peters Child Care Centre & Pre-School Committee be updated for the next term of the Committee, to include a Risk Management Report as a standard Agenda item.

Seconded by Ms Monica Di Lernia and carried.

7.2 Tree Assessment Report – St Peters Child Care Centre & Pre-School

Mr Phil Baranski moved:

That the Arborist report in which the trees on the site of the St Peters Child Care Centre & Pre-School were assessed, be presented to the first meeting of this Committee, following the Council re-establishing the St Peters Child Care Centre & Pre-School Committee.

Seconded by Ms Megan Halliwell and carried unanimously.

7.3 Presiding Member – Thank You

On behalf of the Council, Mayor Robert Bria thanked the Committee for their contribution over the last term of the Committee.

Mayor Bria also thanked the staff for their efforts and support provided to the Committee.

8. NEXT MEETING

To be advised.

9. CLOSURE

There being no further business the Presiding Member declared the meeting closed at 6.07pm.

Mayor Robert Bria
PRESIDING MEMBER

Minutes Confirmed on ____________________________

(date)