



# Keithcot Farm Children's Centre

## 2020 annual report to the community

Keithcot Farm Children's Centre Number: 4631

Partnership: Golden Way

Signature

Preschool director:

Mrs Anne Whittleston

Governing council chair:

Mr Cameron Frew

Date of endorsement:

27/11/2020



Government  
of South Australia  
Department for Education

## Context and highlights

Keithcot Farm Children's Centre consists of a multidisciplinary, interagency partnership that brings together Long Day Care (for children from birth to school entry) Preschool (for children in their eligible year prior to starting school) Allied Health (including Speech Pathology and Occupational Therapy) along with a diverse range of Community Development programs. Our Preschool and Long Day Care programs reflect the practices, principles and outcomes of the Early Years Learning Framework and are delivered by a professional integrated team of Preschool Teachers and Early Years Educators. Our Community Programs facilitated by our Community Development Coordinator, Allied Health Speech Pathologist and Occupational Therapist are supported by our outstanding Admin Staff and reflect a fundamental area of the Department for Education Strategic Plan to "...engage with parents before their child is born by inviting parents and carers into their local education community and develop ongoing partnerships to support children's learning and development".

In 2020 we continue to grow with a new Partnership with the Department of Human Services (DHS) appointing a Family Practitioner (Social Worker) to join our multidisciplinary team. Family practitioners work alongside families and children. They support parents to better understand and respond to their child's needs. Family practitioners work with parents, centre staff and other organisations to help families find relevant services to maintain safe, caring and resilient relationships. Unfortunately the impact of the COVID -19 Pandemic, saw this position redeployed to Child Protection. DHS are currently recruiting new Family Practitioners and we hope to see this position filled by the New Year. In 2020 another new Partnership commenced with the Department of Health and the Lyell McEwin Hospital .Northern Metropolitan Midwifery Group Practice (NAMGP) is a group of midwives who provide antenatal services at KFCC to assist women throughout the maternity cycle. This program provides women, her family and support persons with a known partnership of midwives through the pregnancy and up to 4 weeks postnatal. The Midwives promote links with our community programs as well as future pathways into our Long Day Care and Preschool programs. These new Partnerships further enhance the quality and accessibility of the programs we offer to families living more broadly across the community. In 2021 University of SA Occupational Therapy students will implement the SMILE Child Development Program as part of our Preschool Program.

## Governing council report

Keithcot Farm Children's Centre has not been removed from the challenges that 2020 has brought us. It was a great relief to see the federal coronavirus strategy specifically outline swift proactive measures to support the Industry, it's Staff and the Families. This felt as if it underscored the importance of the value of the work we do here.

Working with our Preschool and Childcare Governing Councils this year, I was incredibly impressed to see how well the entire situation was handled from the;

Clear communications and patience of Anne and Jen

Diligent financial road maps of Cathy, Kylie and Mark

Calm composure of the entire team adapting but maintaining a focus on the children's needs

Adaptability of Tamara and Sarah who have had their whole schedule upended

It is truly an example of the exceptional quality that Keithcot Farm has already had acknowledged, and a reminder of why it's important.

Even amongst this stormy period the steady improvements have continued to the Centre with our successful Children's Bathroom upgrade, Lawn changes, and welcoming our new Community Development Coordinator – Nathan.

Once again Thank you to the Staff, and the Governing Council Members for your professionalism and continuing focus on the Values and Policies of the Centre.

We of the Governing Council, continue to hope that all families and community members feel comfortable and able to connect and share with us their thoughts regarding the Centre. Ultimately, we hope all of this will cultivate the fruits of early learning in those who we have under our care, and strong bonds in the community. Certainly, I can see it in every visit, on the faces and smiles of children and staff.

Cameron Frew  
2020 Chairperson

## Improvement planning - review and evaluate

The National Quality Standard is the indicator against which we self-assess our performance in delivering quality Education and Care and plan future improvements to our integrated Preschool, Long Day Care, Allied Health and Community Development Programs.

Our 1st PQIP Goal : To increase children's accurate use and understanding of mathematical language.

DfE Numeracy Guide Books were provided to all Educators and supported planning towards this improvement priority across our site. We investigated current local and international research of children's mathematical language to build oral language skills and enhance the learning of Maths as part of the Learning, Design, Assessment and Reflective Practice (LDAR) project. A series of Maths provocations provided by Primary Maths Association (PMA) were emailed to families as part of Home Learning opportunities during COVID. Many children proudly brought examples of the Maths Provocations they had completed at home. Early Years Learning Framework (EYLF) Observational data provided in Term 1 and again in Term 4 demonstrate the impact of this goal with all Preschool children and many of our younger children increasing their accurate use and understanding of mathematical language.

Our 2nd PQIP Goal : To promote children's Emergent Literacy Skills (Oral Language, Phonological Awareness, Print Awareness)

DfE Literacy Guide Books were provided to all Educators. We increased the hours of our Speech Pathologist through the Department for Education "Buy In/ Commissioned scheme. "Yacka Tracka" was introduced to enable Educators to reflect on the language learning opportunities that are provided to children. Educators also reflected on the communication abilities of children - the way they express themselves and what they understand. An audit process was implemented to profile children's communication skills to identify Reluctant Talkers; Early communicators; Developing communicators; Proficient communicators; as well as children whom we were unsure of their communication skills. A whole site Book Based Program focusing on the Australian Children's classic "Wombat Stew" was implemented to promote children's emergent literacy skills. Pre vocab data was collected. The Speech Pathologist demonstrated explicit vocab teaching across the site on a weekly basis. Educators provided rich follow up vocab experiences related to the focus text. Post vocab data indicated a growth in children's expressive vocabulary. A copy of the focus text with accompanying language learning experiences was given to every child to take home and share their learning with their family. Feedback collected from staff and families will inform future directions of another Book Based Program.

All staff access Professional Development opportunities either internally (drawing on the expertise of our Allied Health Staff) or through external opportunities provided by organisations such as Primary Maths Association. During the COVID pandemic these PD opportunities were predominately provided through webinars. They enhanced Educators ability to improve their pedagogical (teaching and learning) practices.

Our Allied Health Occupational Therapist provided Educators Face to Face and Webinar introductory "Circle of Security" introductory training. This model provided a theoretical underpinning to strength based, positive interactions between Educators and children. In 2021 Educators will be provided with an opportunity to engage in the comprehensive "Circle of Security" training, delivered by the centre's Occupational Therapist, to promote a stronger and more consistent approach to interactions across the centre.

Our whole multidisciplinary staff team regularly review the progress of our Preschool Quality Improvement Plan.

# Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2017	94	95	91	90
2018	81	79	76	77
2019	87	88	84	84
2020	58	N/A	57	56

NOTE: The data is based on person counts in the two week reference period each term. Excludes pre-entry.  
Data Source: Preschool Data Collection, Data Reporting and Analytics directorate.  
Term 2 2020 data may not be available for all preschools.

## Enrolment comment

Enrollments relates to our Department for Education Preschool program.

The Department for Education funds 15 hours/ week for each child in their eligible year of Preschool prior to going to school.

Families are given a choice of half days, whole days or a combination of both during the State school terms.

Enrolments decreased significantly in 2020 with the opening of an Early Learning Centre at a neighbouring independent school offering a 3 and 4 year old Preschool Program.

Enrolments for 2021 indicate a return to 2018 averages of 74 children.

## Attendance

	Term 1	Term 2	Term 3	Term 4
2017 centre	90.4%	92.0%	89.0%	90.4%
2018 centre	92.3%	89.1%	91.6%	86.1%
2019 centre	90.0%	91.1%	86.7%	87.8%
2020 centre	88.3%	N/A	86.3%	90.4%
2017 state	90.5%	88.2%	85.9%	87.2%
2018 state	90.7%	88.3%	87.0%	87.2%
2019 state	90.3%	87.4%	85.8%	86.4%
2020 state	89.4%	82.0%	84.8%	N/A

Based on attendances recorded in the two week reference period each term. Data for eligible enrolments as described in the department's Enrolment policy.  
Attendance rates may differ to previous reporting with the transfer from calculations based on deemed attendance to actual attendance using booked hours divided by attended hours.  
\*Note: Term 2 2020 data may not be available for all preschools.

## Attendance comment

Overall our attendances reflect the South Australian State Preschool attendances.

Before Preschool Care and After Preschool Care is provided in response to families who have work or study commitments where the traditional hours of Preschool create a barrier to their child's regular attendance.

During the COVID -19 lockdown attendances were significantly impacted.  
Vulnerable children and children of Essential Workers were the only children to attend.

## Destination schools

Feeder Schools (Site number - Name)	2017	2018	2019	2020
1847 - Keithcot Farm Primary School	62.0%	66.0%	60.5%	75.5%
8421 - King's Baptist Grammar School	22.0%	17.0%	25.0%	11.3%
8454 - Pedare Christian College	0.0%	0.0%	1.3%	3.8%
533 - Wynn Vale R-7 School	1.0%	2.0%	0.0%	3.8%

NOTE: The data is collected in Term3. It does not reflect actual schools enrolled in by exiting preschool children. Only schools that are a destination for 3% or more of students are shown.

Data Source: Site Performance Reporting System (SPER), Term3 2020 collection.

## Destination schools comment

All KFCC Preschool children regularly visit Keithcot Farm Primary School Resource Centre and access the more challenging climbing equipment as well as events on Sports Day. Children who live with in the current zone visit Foundation teachers and class rooms where they will transition in 2021. Children who live outside the KFPS zone enroll their children in schools adjacent to where they live or they choose to access a range of independent schools across the community.

## Client opinion summary

The Client Opinion Survey enables families to provide feedback about the service - what they value and constructive suggestions that guide the continuous improvement of our service.

We again chose not to utilise the Department for Education online Preschool Survey as it is not inclusive of the integrated nature of our Programs. We structure our Parent Opinion survey around the National Quality Standards.

100 families were offered a hard copy of the Parent Opinion Survey.

32 families completed the survey.

Overall the responses to the Survey indicated a continuing high level of satisfaction across all seven Quality Areas.

## Relevant history screening

All staff, students and volunteers have valid DHS/DCSI child-related employment checks.

On 1 July 2019 the Department of Human Services introduced a Working with Children Check.

There are transitional arrangements currently in place which will eventually replace the DCSI checks.

A Working with Children Check is an assessment of whether a person poses an unacceptable risk to children.

As part of the process the Screening Unit look at criminal history, child protection information and other information.

## Financial statement

Funding Source	Amount
Grants: State	\$709,790
Grants: Commonwealth	\$896,620
Parent Contributions	\$285,067
Other	\$6,953

## 2020 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2020 funding was used to improve the relevant department's standard of educational achievement outcomes (where applicable):*	Outcomes achieved or progress towards these outcomes:
Improved outcomes for numeracy and literacy	All staff accessed a range of targeted PD opportunities. They share with the team how the PD will influence their practice and improve outcomes for children, with a strong emphasis on literacy and numeracy outcomes in a Birth to School Entry setting.	An improved differentiated curriculum has been developed to meet the diverse age range and prior experiences of our children.
Improved ECD and parenting outcomes (children's centres only)	Allied Health Practitioners facilitated a range of programs, events and information sessions with a focus on building the knowledge and strengthening the capacity of parents in relation to early childhood.	Many parents and carers re-engage for a range of services. They comment on their enhanced confidence and parental capacity.
Inclusive Education Support Program	15 children accessed formal support through the D f E Inclusive Education Support Program (IESP) 4 Long Day Care children received Commonwealth Government Inclusion Support along with NDIS funding to meet their complex needs. Our Educators and Allied Health team work collaboratively with other service providers.	All identified children have made significant gains.
Improved outcomes for non-English speaking children who received bilingual support	No children received bilingual support in 2020. Staff with diverse cultural backgrounds including Indian, Japanese, Italian, Fijian, Chinese and Greek shared aspects of their culture.	Children participated in authentic cultural experiences provided by our culturally diverse staff team.

\* The department's standard of educational achievement is defined as children and young people progressing and achieving at or above their appropriate year level.