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# Keithcot Farm Children's Centre

## 2021 annual report to the community

Keithcot Farm Children's Centre Number: 4631

Partnership: Golden Way

Signature

Children's centre director: Anne Whittleston

Governing council chair: Cameron Frew

Date of endorsement: 25 November 2021



Government  
of South Australia  
Department for Education

## Context and highlights

Keithcot Farm Children's Centre (KFCC) for Early Childhood Development and Parenting brings together education, care, early intervention, health, community development and services for families with young children prior to the birth of the child and through to the early years of school. KFCC consists of a multidisciplinary, interagency partnership combining Preschool (for children in their eligible year prior to starting school); Long Day Care (for children from birth to school entry); 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 along with the Department for Education (DfE) Literacy and Numeracy Guidebooks and are delivered by an integrated team of Preschool Teachers and Early Years Educators.

Our Community Programs are facilitated by our Community Development Coordinator and our Allied Health Team. They strategically focus on developing parental capacity in their understanding of ages and stages of child development, health, family wellbeing and relationships along with community connection. All community programs are open to families currently enrolled in the Children's Centre and across the wider community. Ongoing COVID 19 Restrictions had the impact of modifying some of these programs. "Play in the Park" sessions gave families an informal opportunity to meet with our Speech Pathologist and Occupational Therapist while ensuring we adhered to Social Distancing requirements. Our popular PJ Storytime's were outdoor events and on one occasion was offered via a Zoom online platform.

Our partnership with Department of Health and Lyell McEwin Hospital has addressed the limited health and perinatal services in our community. Northern Metropolitan Midwifery Group Practice and GP Share Care provide pregnant women, their families 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 and enable our Centre to engage with parents before the birth of the child and develop ongoing partnerships to support children's learning and development. Groups of midwives provide ante natal classes which has supported ongoing connections with the participants and the Centre.

A Partnership with Autism SA enabled a targeted Playgroup to be provided for young children with an Autism Spectrum Diagnosis and their families.

A Partnership with University of SA enabled OT students to implement the SMILE Child Development Program as part of our Preschool Program.

## Governing council report

Keithcot Farm Children's Centre and the Governing Councils have once again been very lucky during another uncertain year to have gone from strength to strength within the difficult bounds of Health and Safety requirements. We appreciate all the understanding and support of the changes to Health and Safety rules, within the community and the staff.

I'd like to thank the Parents and staff members who gave up their time, effort, and care to attend the Council meetings.

I think this year exemplified that our strength is our people, in the Council and in the Centre. As such, my thanks and acknowledgment of Kate Hallam and John Saredakis for stepping up to support Anne and myself through the year.

As well as a continued thanks, to all the members of the Council who contributed their insights and constantly showed their support to the Programs and Policies that were brought to the Council.

We saw some new faces join us which is always so important, because a community is always a changing thing, and we can only serve them, if we take the time to involve them and listen.

There were many notable successes this year that I am sure we will hear about tonight, often unnoticed by the community at large, but always so important none the less.

I am glad that resonate theme of the role of the council, is how we support the Community, the Staff, and the Children, now and going forward.

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.

Cameron Frew  
2021 Chairperson

# Preschool quality improvement planning

The National Quality Standard is the indicator against which we self-assess our performance in delivering quality Education and Care and plan future improvements. Our PQIP Goal : To promote children's Emergent Literacy Skills (Oral Language, Phonological Awareness, Print Awareness) is supported by the Department for Education Literacy and Numeracy Guide Books which have been recently updated to Digital versions with links to a range of current local and international evidence based research. Through a DfE "Buy In Scheme", we increased the hours of our Speech Pathologist to enable tailored Professional Development for all key members of our integrated Preschool and Long Day Care programs.

Communication profiling of Preschool children using Yacker Tracker (YT) early in Term 1, identified the Reluctant Talkers; Early Communicators; Developing Communicators; Proficient Communicators. A small sample of children representing each YT profile participated in Pre Data Collection prior to implementing Book Based Inquiries. We use books to target the development of a number of language areas including vocabulary, concepts, following instructions, grammar, questioning, recalling, predicting sequencing and cause & effect.

Current research indicates that using a book over an extended period of time as a basis to support oral language and early literacy programming has many benefits including:

- The ability to focus deeply on a story to develop children's knowledge and understanding.
- Being able to explore a range of topics, themes and concepts.
- A vehicle for deep learning, particularly related to vocabulary and oral language.
- Lots of opportunities for scaffolding of language particularly due to the repetition built into the book based program.

A copy of the focus text 'Handas Surprise' with accompanying language learning experiences was given to every child to take home and share their learning with their family. Our CDC organised a weekend excursion to Monarto Safari Park to further extend the knowledge and understanding developed through this book.

'The Very Hungry Caterpillar' by Eric Carle was a narrative explored in depth in the second half of the year. This story was chosen as it is rich with opportunities to extend all children including our babies, toddlers and Preschoolers learning in all the areas of Science, Technology, Art, Numeracy and Literacy. Data collected after each Book Based Inquiry indicated that children's vocabulary/ knowledge and understanding had progressed.

Children's conversations were scaffolded during free play and group experiences with a noticeable increase in back and forth conversations promoted sustained shared thinking and quality conversations.

The Phonological Awareness Skills Mapping (PASM) implemented in Term 1 along with the Heggerty Phonemic Awareness Program identified children needing either further intervention or ongoing enrichment.

All staff participated in 6 and 12 month Performance Development Planning. The focus of these discussions was primarily on how the impact of their work / role and responsibilities supports the progress of our PQIP goal. There has been a greater emphasis on establishing children's prior thinking and knowledge to identify real learning.

## Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2018	81	80	76	77
2019	87	88	84	84
2020	58	N/A	57	57
2021	68	67	65	66

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.

## Attendance

	Term 1	Term 2	Term 3	Term 4
2018 centre	92.3%	88.9%	91.6%	86.1%
2019 centre	90.0%	91.1%	86.7%	87.8%
2020 centre	88.3%		86.3%	90.4%
2021 centre	93.5%	91.9%	94.5%	87.1%
2018 state	90.8%	88.4%	88.0%	88.2%
2019 state	90.8%	88.2%	86.9%	87.6%
2020 state	89.8%	73.0%	86.3%	87.0%
2021 state	88.6%	86.5%	88.4%	85.0%

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. In order to improve and achieve high attendance rates, families are given a broad option of when their child can access the 15 hours of eligible Preschool. Before Preschool Care and After Preschool Care and Between Session care are Childcare options which are provided in response to families who have work or study commitments and the traditional hours of Preschool create a barrier to their child's regular attendance. In our Long Day Care Program, families can choose either two or three days / week which meet their work or study commitments.

## Destination schools

Feeder Schools (Site number - Name)	2018	2019	2020	2021
1858 - Greenwith Primary School	2.0%	0.0%	0.0%	3.5%
1201 - Gulfview Heights Primary School	1.0%	2.6%	0.0%	3.5%
1847 - Keithcot Farm Primary School	66.0%	60.5%	75.5%	74.1%
8421 - King's Baptist Grammar School	17.0%	25.0%	11.3%	5.2%
533 - Wynn Vale School	2.0%	0.0%	3.8%	3.5%

NOTE: The data is collected in Term 3. 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), Term 3 2021 collection.

## Family opinion survey summary

The Parent Opinion Survey enables families to provide feedback about our unique site - 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.

QA1: Educational Program and Practice.

QA2: Children's Health and Safety

QA3: Physical Environment

QA4: Staffing Arrangements

QA5: Relationships with Children

QA6: Collaborative Partnerships with families and communities

QA7: Governance and Leadership

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

45 families completed the survey – this is a slight increase from last year when only 32 families responded.

Some responses were directly discussed with individual families (eg) clarifying the process to request an interview with the child's Primary Educator.

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

In 2022 we plan to send the survey to families electronically.

## Relevant history screening

A Working With Children Check (WWCC) 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 and other information.

All staff including relief staff, tertiary students, visiting therapists, midwifery staff and maintenance personnel have an up to date WWCC.

We keep a WWCC register of staff, students and visitors and they are promptly updated as required.

The Northern Metropolitan Midwifery Group Practice and GP Share Care keep a WWCC register for visiting Midwives.

Ventia has a WWCC register for all maintenance personnel.

## Financial statement

Funding Source	Amount
Grants: State	\$641,981
Grants: Commonwealth	\$568,712
Parent Contributions	\$413,091
Other	\$7,672

## 2021 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2021 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 Permanent staff accessed a range of targeted Professional Development opportunities facilitated by our "Buy In" Speech Pathologist and Occupational Therapist with a strong emphasis on Emergent Literacy in a Birth to School Entry setting.	Book Based Inquiry was implemented across the site to meet diverse age groups and build on childrens prior experiences and knowledge.
Inclusive Education Support Program	16 Preschool children accessed formal support through IESP funding. 4 Long Day Care children received Commonwealth Government Inclusion Support on and off site to meet their complex needs. Our Educators and Allied Health team work collaboratively with other external 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 2021 as the funding is specifically for children who have no English. Staff with diverse cultural backgrounds including Indian, Japanese, Italian, Chinese and Greek authentically shared aspects of their culture.	Children of all ages 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.

## 2021 Children's Centres for Early Childhood Development and Parenting annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2021 funding was used, and what programs were run, to improve the relevant department's standard of educational achievement outcomes (where applicable):*	Outcomes achieved or progress towards these outcomes:
Improved ECD and parenting outcomes	Our Allied Health Speech Pathologist and Occupational Therapist facilitated a range of programs, events and information sessions with a focus on building knowledge and strengthening the capacity of parents in relation to early childhood development.	Many parents and carers re-engage for a range of services. They comment on their enhanced confidence and parental capacity.
Children's Centres for Early Childhood Development and Parenting Grants	An 8 week Creche for Circle of Security. Creche for Toileting, Parenting SA Workshops eg Coping Skills Resilience and Cyber Safety. Subsidised admission to the Planetarium ensured this weekend excursion was accessible for families. A Fitness Instructor; Baby Massage Instructor as well as a First Aid Refresher Course.	Providing a creche meets the needs of all families to be included in parenting programs.

**Briefly describe or list the community programs offered in 2021 which had a focus on:**

- **Playgroup**
- **Parent support**
- **Transition to and from preschool**
- **Any new programs or services not previously offered.**

Targeted Playgroup facilitated by Autism SA for children with an ASD diagnosis and their families.  
Playgroup for children with sensory needs.  
Allied Health 'Drop in and Chat' re:developmental concerns and pathways to relevant services  
'Managing separation and anxiety when transitioning to Childcare, Preschool or School'

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