



# Keith War Memorial Community Centre Kgtn 2016 Annual Report to the Community



Government  
of South Australia  
Department for Education  
and Child Development

Keith War Memorial Community Centre Kgtn Preschool Number: 6519

Partnership: Tatiara - Wrattenbully

**Name of Preschool Director:**

Callie Manser

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**Name of Governing Council Chair:**

Anna Cozens

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**Date of Endorsement:**

09/03/2017

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## Context and Highlights

Keith War Memorial Community Kindergarten and Childcare Centre is a Rural Integrated Service that offers a DECD Preschool Program, Long Day Care for 0-5 year olds and After School hours and Vacation Care for 5-12 year olds.

Keith is a small town of around 1000 people located in the Limestone Coast region of the south east of South Australia. Local industry is primarily based on farming and the lucerne seed industry with major employers including seed companies, a truss plant, timber yard and meatworks. The service operates under the Tatiara-Wratonbully Partnership and shares a close proximity and connection to the local school, Keith Area School.

Attendance has remained stable, along with strong Preschool enrollments averaging 26 children per term and finishing the year with 28 enrolled, the childcare program also showed strong growth over the year particularly in demand for 0-3 childcare places. There continued to be strong demand for After School and After Kindy Care and the vacation care program was well supported.

The Quality Improvement Plan has continued to guide our direction as we work towards partnership priorities including Playful Pedagogies and providing evidence in improvement in Preschool Literacy and Numeracy indicators. Educators have grown in confidence in using these indicators in daily practice and documenting observations to demonstrate growth.

Highlights in 2016 have included the improvement of the 0-3 yard with the completion of a cement bike path, tree planting, a succulent garden supported by the local council and increased opportunities for outdoor loose parts play. Educators have attended many professional development sessions and have improved skills and knowledge in supporting children with special rights, supporting emotional regulation and managing anxiety. Many Educators have completed their study this year with the continued support of the centre seeing them receive their diploma or degree in early childhood education.

2016 proved to be another successful year for the service and reflects the ongoing support and dedication of educators, administration staff and governing council members. As a site we have continued to grow and improve through reflection processes based on our philosophy, self-review and our Quality Improvement Plan.

## Report from the Governing Council

Keith War Memorial Community Kindergarten and Childcare Centre Governing Council have sited ongoing improvement within our facility, for the benefit of children who utilise the service. It is a credit to the highly skilled educators and families who support and engage in the service who ensure the well-being and interests of children is met.

The review of the School Aged care services has meant that changes were implemented with the focus ensuring priority of care is for 0-8 year olds. This is who the physical environment is designed for and the age group the majority of staff are trained to care for. Policy ensures that children with additional needs, at risk and in special circumstances can access the service.

Family feedback is greatly appreciated, reviewing this along with advice from Network SA has resulted in the review of the closure dates. We are pleased to provide a service that is now operational for a greater number of weeks annually.

Our children are now provided greater consistency with Educators allocated to teams. This further supports a child to feel safe within their environment. The organisation has maintained their commitment to engage with the wider community. Through these opportunities the children are learning essential life skills, communicating with people of various ages and building confidence within our community.

Governing Council Training provided the information to be able to make sound decisions into the future, whilst being aware of the differences between management and governing council responsibilities.

2016 was a prosperous and exciting year for our organisation. We thank Asha Crozier for her outstanding commitment, professionalism and enthusiasm during her time at the centre. We have been fortunate to have Callie Manser appointed Director, we look forward to working together into the future.

Anna Cozens  
2016 Chair

## Quality Improvement Planning

The Quality Improvement Cycle has become embedded in reflective practice across the site. Educators regularly meet to discuss areas for improvement and to acknowledge and celebrate successes. Governing Council continues to support the improvement process through feedback and reflection on current practices. Educators have given regular feedback, both verbal and written and have particularly focused on the child's perspective towards the end of this year. The Quality Improvement planning process is divided into the 7 Quality Areas from the National Quality Standard and highlights, achievements and future planning are outlined below:

### Quality Area 1: Educational Program and Practice

- Educators have deepened their knowledge around the "Playful Pedagogies" approach and have been regularly using bookmaking, loose parts play and story tables to support literacy and numeracy learning in preschool
- Increased opportunities for outdoor loose parts play encouraging creative and hands-on learning for all ages
- Increased confidence in Educators to report against Preschool Literacy and Numeracy Indicators
- Evidence of growth against the Preschool Literacy and Numeracy Indicators for all children in the preschool program

### Quality Area 2: Children's Health and Safety

- Use of Risk-benefit assessments to increase developmental outcomes for children's play and expand educator thinking
- Medication authority and health plans closely monitored to ensure best outcomes for children's health and wellbeing whilst in care, dedicated WHS team member regularly following up and communicating with parents

### Quality Area 3: Physical Environment

- completion of a succulent garden, cement bike path and shade tree planting in 0-3 yard to increase opportunities for children
- embedding sustainable practices such as thoughtful use of resources and rubbish removal in daily tasks

### Quality Area 4: Staffing Arrangements

- Educators have attended many professional development sessions and have improved skills and knowledge in areas of interest and need
- Many Educators have completed their study this year with the continued support of the centre seeing them receive their diploma or degree in early childhood education.
- Involvement in Professional Learning Community groups to engage with educators from other DECD sites across the region and to increase knowledge and capacity in playful pedagogies

### Quality Area 5: Relationships with Children

- Engagement with children and support for families who have special rights, educators built on knowledge base and programmed for learning based on individual needs
- Increased consistency for children across programs with staffing and rosters planned accordingly
- Decision to continue offering the After School Care program ensured that children and families stay connected longer

### Quality Area 6: Collaborative Partnerships with Families and Communities

- Parent input to change current childcare closure dates to suit the needs of community (now open in July)
- We have continued to enjoy a strong relationship with Keith Area School through our transitions programs and collaborative events such as parent workshops.

### Quality Area 7: Leadership and Service Management

- Change in leadership was as smooth as possible with the Director role changing hands in July

Future planning will involve a detailed review of all areas of the Quality Improvement Plan that have been met, need further attention and new areas for development.

## Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2014	28	28	29	28
2015	31	30	31	32
2016	25	27	27	

Based on person counts in the two week reference period each term. Excludes pre-entry. Source: Preschool Data Collection, Data Management and Information Systems.

## Enrolment Comment

During 2016 we had one child leave the area and in term 4 2 new children enrolled at the service for the preschool program, finishing the year at 28. Numbers were down slightly on the previous year with no co-enrollments from Tintinara Pre-school. All known children in the area of preschool age attended the program.

## Attendance

Year	Term 1	Term 2	Term 3	Term 4
2014 Centre	85.7%	92.9%	89.7%	92.9%
2015 Centre	87.1%	80.0%	87.1%	87.5%
2016 Centre	96.0%	88.9%	92.6%	
2014 State	90.0%	88.9%	86.1%	87.1%
2015 State	90.5%	88.7%	86.3%	86.3%
2016 State	89.6%	88.7%	87.7%	

Based on attendances recorded in the two week reference period each term, and calculated to an average unadjusted daily attendance (deemed attendance). Attendance percentages are based on the calculated deemed attendance (integer), divided by the number of enrolments. Excludes pre-entry. Note: Figures have been revised for previous years, using integer deemed attendance not decimal. Source: Preschool Data Collection, Data Management and Information Systems.

## Attendance Comment

2016 saw strong attendance figures for the centre reflecting high engagement with the program and good communication with families. All absences were explained and justified as genuine. As the enrolment numbers were lower in 2016, one absence has a more significant impact on the percentages.



## Destination Schools

Feeder Schools (Site number - Name)	2014	2015	2016
0438 - Tintinara Area School	7.1%	13.3%	0.0%
0757 - Keith Area School	92.9%	86.7%	100.0%
Total	100%	100%	100%

## Destination Schools Comment

A small percentage of children in the childcare program attended Tintinara Preschool and therefore go on to attend Tintinara Area School. In previous years we have had children co-enrolled in the pre-school programs however in 2016 parents from Tintinara chose only to utilise the long day care program for their preschool aged children out of convenience and loyalty to their local school as they live closer to that area.

## Client Opinion Summary

The survey was offered to parents online and a total of six responses were collated.

The general reflection on Teaching and Learning Programs was very positive with 100% of parents strongly agreeing that teachers were enthusiastic and that they were satisfied with programs offered.

Areas for reflection and improvement include the response of one parent who felt that they could not always easily talk to staff about their child's progress or were not given opportunities to do so. This response was marked in the neutral section so they did not completely disagree but obviously had some concerns in this area.

Parents generally reflected confidence in management, organisation and leadership at the site but showed a need for greater parent contribution to the educational program and decision making.

Overall, no 'strongly disagree' or 'disagree' responses were given reflecting a generally happy group of parents. Areas that were marked as neutral were discussed with staff and will be given thought during the 2017 QIP process.

## DECD Relevant History Screening

All staff, contractors and governing council members met the requirements of the relevant history screening process for 2016.

## Financial Statement

	Funding Source	Amount
1	Grants: State	\$ 300903.82
2	Grants: Commonwealth	\$ 0
3	Parent Contributions	\$ 9436.00
4	Other	\$ 0

## 2016 Preschool Annual Report: Improved Outcomes Funding

Improved Outcomes Category (where applicable to the site)	Briefly describe how the 2016 funding was used to improve the relevant DECD Standard of Educational Achievement * outcomes (where applicable):	Outcomes achieved or progress towards these outcomes:
Improved outcomes for numeracy and literacy	2016 funding was received in the form of the Early Literacy Learning Strategy, the Early Assistance Grant and the Early Intervention Assistance Grant. The funding was used to resource extra staffing hours for educators to meet to critically reflect and discuss and document progress towards the Preschool Literacy and Numeracy Indicators. Progress was noted for all children and individual areas of concern were identified. Educators were able to be equally informed to decide on a plan of action to support that child in progress in literacy and numeracy with targeted learning and specific programs.	Growth in all areas of the Preschool Literacy and Numeracy Indicators was reflected for all children in the preschool program.
Improved ECD and Parenting Outcomes (Children's Centres only)	N.A.	
Improved outcomes for children with disabilities	N.A.	
Improved outcomes for children with additional language or dialect	N.A.	

\* The DECD Standard of Educational Achievement is defined as children and young people progressing and achieving at or above their appropriate year level.