



# Keith War Memorial Community Kindergarten and Childcare Centre

## Keith War Memorial Community Centre Kgtn 2019 annual report to the community



Government  
of South Australia  
Department for Education

Keith War Memorial Community Centre Kgtn number: 6519

Partnership: Tatiara - Wrattenbully 1

Name of preschool director:

Callie Manser 0.8/Kristy Ruchs 0.2

Name of preschool management committee chair:

Kellie Jordan

Date of endorsement:

24/02/2020

## Context and highlights

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

Keith is a small rural community located in the Limestone Coast region in 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 Partnership and shares a close proximity and connection with the local school, Keith Area School.

Preschool children attend two full days sessions on Monday and Tuesday (8.30am - 3.15pm) and on alternate Wednesday mornings (8.30am - 11.30am) for the equivalent of 15 hours per week. The Childcare sessions are on Monday to Friday from 8.00am to 6.00pm. The childcare program has continued to show a strong growth over the year particularly in demand for permanent 0-2 year old childcare places.

Highlights for 2019 included the commencement of a connection with Autism SA through funding accessed via Inclusive Support from Gowrie SA. Educators have been able to access further support and expertise in supporting children on the Autism spectrum or those children that have behavioral similarities.

The centre has continued to enjoy strong connections with the local community and businesses. We have worked with the Tatiara District Council, SA Dental service, our local private dentist for a visit, Community health nurses, Emergency services, visits to the local hospital and aged care facility, the local Area School and continuing to embrace what our wonderful community has to offer.

2019 was another successful year for Keith War Memorial Community Kindergarten and Childcare Centre and reflects the ongoing support and commitment of the Keith community, dedicated Early Childhood educators, administration staff and governing council members.

## Report from the preschool management committee

Thank you to my predecessor Anna Cozens who chaired the Governing Council for 3 years. Having been in the role for 12 months, I can appreciate her dedication and precision to the role. Thank you to the members of the Governing Council throughout the year; all busy parents and educators, who commit time and brainpower to ensuring the Centre continues to grow and thrive. Thank you to all of you who volunteer at the Centre and make it a more dynamic and diverse environment. We are so grateful for your genuine input. Finally, an enormous thank you to Callie and her wonderful team of educators at the Centre. I am sure I speak for all of the parents and carers of children at the Centre when I say your professionalism and commitment eases the anxiety we can feel at morning drop off and throughout the day. We know our children are being left in capable and loving hands, and we are so grateful. Some of the tasks we worked on during 2019 included:

- Supporting the hospital through sending an advocacy letter to the relevant Ministers, with paintings from our children illustrating how important the facility and associated services are to our community.
- Developing policy around infection control for the Centre to support the health of our children, their families and educators
- Highlighting safety concerns regarding pedestrian access outside of the Centre. We presented our concerns to the Tatiara District Council in September 2019 and will continue to work with them in 2020 to develop appropriate solutions.
- Discussing options for improving our indoor and outdoor spaces at the Centre. We are in the process of looking to engage an architect to further assist us through this process and will keep you updated on our progress.

Kellie Jordan, Chair, Governing Council, 0400 836 349

## Quality improvement planning

A reflection on our highlights from our quality improvement process and achievement in our 2019 plan:

Educators use critical reflection regularly and very purposefully to guide pedagogy and to maximize outcomes for children's learning. Critical reflection was a major focus of our professional development over the year. As a result of this professional learning together we become more able to reflect and make positive changes, resulting in higher quality education and care for children.

Children's interests are absolutely the foundation of all our programs across all areas of the service. Children have a sense of ownership over the program and their voice is regularly included. This results in educators planning a program based on children's interest but also too being very flexible to what the day or week brings. We have also embraced parent involvement in the program more this year with many parents sharing special skills, animals and interests to support the children's learning. We don't do the same thing year after to year just because we assume children will be interested in it, we go wherever the children's interests and learning takes us. We then integrate foundation skills within this.

All staff on site are trained in HLT004- First Aid for Centres and Schools rather than just a nominated percentage. All staff are trained specifically in CPR for infants and emergency asthma and anaphylaxis response.

All Educators are suitably qualified with 100% of permanent staff having a diploma or equivalent 'working towards' qualification. Priority is given to employing qualified educators to work with children well above the 50% ratio requirement and this is included in annual budgets. The Kindergarten team consists of 2 qualified early childhood teachers and when funded an Early Childhood Worker position, employed based on qualifications and experience. Governing Council and the finance committee work closely with leaders to ensure this is reflected in budget planning and staffing decisions.

Relationships with children: This is our highest value as a staff team and through recent and ongoing discussions around our philosophy we identified our relationships with children and their families as one of our core values. We also identify it as one of our major strengths across all programs. Educators have developed strong connections with both children and their families. This is evident in how well the staff and children know each other, the genuine level of care and concern and the level of connection families feel to educators. They are able to have meaningful and open, honest conversations to improve outcome for their children. For example they feel comfortable to tell us if something is going on in their life that may be a struggle and therefore we can better support them and their child. Some children will attend the service for 12 years of their life and form some close attachments. Equally children who only attend for their one year of pre-school are warmly welcomed to the service and developing strong relationships in a short time. The Governing Council have worked with staff and reflected on enrolment process and have seen these changed to strengthen relationships and for families and children to get a solid start.

Educators regularly reflect upon our core values at staff meetings and how they impact our relationships with children and how we can continually improve.

## Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2016	25	27	27	28
2017	24	23	22	22
2018	24	25	28	26
2019	23	23	23	24

NOTE: The data is based on person counts in the two week reference period each term. Excludes pre-entry.  
Source: Preschool data collection, Data Reporting and Analytics directorate.

## Enrolment comment

2019: A new enrolment saw term 4 numbers increase by 1

## Attendance

Year	Term 1	Term 2	Term 3	Term 4
2016 centre	97.0%	90.8%	91.6%	95.1%
2017 centre	95.4%	88.4%	80.3%	95.0%
2018 centre	94.7%	92.4%	74.1%	92.6%
2019 centre	94.4%	93.6%	80.9%	
2016 state	91.1%	89.0%	87.2%	87.5%
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%	

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.

## Attendance comment

Attendance remained fairly strong during 2019 with all absences followed up on with a reason; categorized and recorded as either illness, family reasons or holidays. Some instances of regular occurrences of illnesses such as coughs and colds saw greater absences during the later half of the year. Term 3 is also a common time for local farming families to take family holidays due to seasonal work.

## Destination schools

Feeder Schools (Site number - Name)	2016	2017	2018	2019
757 - Keith Area School	100.0%	100.0%	93.0%	100.0%
438 - Tintinara Area School	0.0%	0.0%	6.0%	0.0%

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.

Source: Data Source: Site Performance Reporting System (SPER), Term 3 2019 collection.

## Destination schools comment

All children were enrolled to attend Keith Area School for their schooling.

## Client opinion summary

In 2019 all families of children accessing the Preschool program were provided with an opportunity to complete a parent opinion survey. 23 parent opinion surveys were distributed, with over 60% of the completed surveys returned. The surveys were offered in paper form due to the online process appearing too complicated for parents. Information was then added into the portal.

Overall the survey demonstrated strong evidence of parents being satisfied with the services provided. 100% of parents agreed that teachers at the preschool really want to help children learn and a majority agreed that the preschool has an excellent learning environment. 100% of parents also agreed that teachers are enthusiastic and that their child receives high quality teaching at this preschool.

Areas identified for reflection and improvement were parents feeling satisfied with their knowledge of the learning program and being clearly informed about this by teachers. There continues to be room for improvement in parent participation and community engagement in the pre-school program. Feedback about the profile books and reporting format was also noted and staff aimed to make these more personalised for the remainder of the year.

Overall a positive survey result with minimal responses in 'disagree' or 'strongly disagree' suggesting perhaps only one parent had some negative opinions.

## Relevant history screening

The service continued to ensure all DCSI criminal history screening checks were up to date every three years, an online system used to verify applicants and their current screening status. A paper copy of the screening letter is kept in a staff information file with expiry dates marked on the front.

Childcare staff are reminded to update their screening 3-6 months before it is due to expire with a specific form requesting the director to start the process form them with required information filled out. Department staff will not have authority to work without their clearance.

## Financial statement

	Funding Source	Amount
1.	Grants: State	0
2.	Grants: Commonwealth	0
3.	Parent Contributions	\$8259.00
4.	Other	0

## 2019 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2019 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	The Preschool Indicators for Numeracy and Literacy have provided an opportunity for staff to critically reflect, discuss and document learning. They have challenged Educators to reflect upon the learning within the program. The funding allowed time for the educators to come together, make these observations and plan.	Increased refinement in documentation and data collection to show evidence of growth for children against the indicators.
Improved ECD and parenting outcomes (children's centres only)	N.A.	N.A.
Improved outcomes for children with disabilities	N.A.	N.A.
Improved outcomes for non-English speaking children who received bilingual support	N.A.	N.A.

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