



# Keithcot Farm Children's Centre

## 2022 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: 1 December 2022



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. The Children's Centre Outcomes Framework along with the Preschool Position Statement sets out the Department for Education's aspirations for how our Centre supports all children to thrive and learn. These are clear evidence based documents about what we believe and value and provides clarity about the approaches we use. KFCC consists of a multidisciplinary, interagency partnership combining Preschool (for children in their eligible year prior to starting school); Childcare (for children from birth to school entry); Allied Health (Speech Pathology SP and Occupational Therapy OT) along with a diverse range of Community Development Programs.

A Buy in with the Department of Education Support Services enabled our SP to work an extra day each week and our OT (in Term One).

In 2022 KFCC participated in an Assessment and Rating process conducted by Australian Children's Education and Care Quality Authority (ACECQA) by the Education and Standards Board. The Assessment and Rating was a whole site approach and involved both services including Early Childhood Development and Parenting and the Childcare Program. The Centre was rated as Meeting the National Quality Standard. The change of the service's rating from Excellent to Meeting is not reflective of a decline of quality practice but rather, a change to the overall requirements. In 2022 our leadership group worked collaboratively with Keithcot Farm Primary leaders, Out of School Hours Care and indigenous community members to develop a Reconciliation Action Plan (RAP). We consulted with a Kurna Elder (Uncle Tamaru) who will continue working with us in 2023.

Partnerships with the Department of Health, Lyell McEwin Hospital, Northern Metropolitan Midwifery Group Practice and anti natal Shared Care midwifery service has continued to grow in strength and popularity. Pregnant women from across our community and their families are supported with a known partnership of midwives. 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 ultimately support children's learning and development.

In 2023 we plan to develop partnerships with Department for Education "Learning Together" as well as Uniting Care Wesley Bowden.

## Governing council report

Keithcot Farm Children's Centre and the Governing Councils have enjoyed a year of coming back together. We have been excited to restart many in person community programs, and continue to support the staff and decisions at the Centre.

In an economically and industry challenging period, we have seen the benefits of our focus Professional Development and Strong Community connections.

Successes this year improving our facilities, our services and our community services will be shared more tonight. These steady improvements flow benefits to our community and were consistently made with a focus on quality and the goals of the community.

I'd like to thank the Parents and staff members who gave up their time and effort to attend the Council meetings. It is a community that shows honesty, patience and understanding. This exemplifies the culture that we wish to encourage and nurture our children in.

We welcomed some fantastic new members and as always encourage all parents to consider being involved in whatever capacity they can. It really is easy and relaxed place to be involved.

Finally, on behalf of our two Governing Councils and families of Keithcot Farm Children's Centre, I would like to warmly thank Jen, Cathy, Nathan, Kylie, Jessica and of course Anne for being the backbone and strength to the Governing Councils and indeed the Centre.

Your professionalism, empathy and optimism make each meeting a success.

Cameron Frew

2022 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 was "To increase children's Emergent Literacy Skills". Increasing the hours of our Occupational Therapist for Term One and continuing the increase for our Speech Pathologist through the year has enabled tailored Professional Development for all key members of our integrated Preschool and Long Day Care Programs. The PD provided by our Speech Pathologist focused on implementing Key Word Signing across our integrated site. We also explored factors which affect comprehension of speech, language and communication. Strategies such as establishing routines to create a positive supportive learning environment along with strategies to support children with attention and listening difficulties were further investigated. PD also introduced the "Tiny Talkers Tracker" which is designed for Educators to reflect on the language learning opportunities available to children. The program supports educators to identify children with language difficulties earlier and support a range of communication needs.

Weekly support provided by the SP has improved the effectiveness of the Heggerty Phonemic Awareness Curriculum as demonstrated in the Phonological Awareness Skill Mapping (PASM) in Term 4 as compared with Term 1. PA builds the foundation in the brain to understand/ hear/ identify/ manipulate the sounds of the English language, essential Emergent Literacy Skills. Heggerty was also successfully introduced to children in the LDC program. We expanded our Book Based Program by reviewing our Pedagogical Documentation and implementing a project / inquiry approach by looking at books including "Commotion in the Ocean" and "Tiddalick- The Frog who Caused a Flood" in more depth. Topics such as marine sustainability and habitats were explored as the children demonstrated a high level of interest and inquisitiveness to learn more about these topics. The Teachers and Educators wove developmentally appropriate curriculum content knowledge including literacy and numeracy elements into the projects. Ongoing plans were designed with the children as they asked questions and used a variety of resources to find answers to their questions. Educators scribed children's wonderings and observations, essentially establishing what they already know and what they wanted to learn. Our SP supported the analysis of Pre and Post data collection focusing on children's expressive vocabulary and defining words and indicated significant growth and understanding.

Our Challenge of Practice "If we develop and apply expert knowledge of motor skill development, along with quality conversations, phonological and print awareness, we will increase children's Emergent Literacy Skills". Our OT provided PD that focused on "The importance of Movement Skills in Early childhood". We explored current evidence based research indicating a strong connection between motor skills, language, cognitive and later academic development. The OT screened the Preschool children using the Beery Buktenica Stepping Stones Screen. Together the Educators and OT identified priority areas and movement skills to be targeted. A whole Centre approach was developed embedding fine and gross motor movement into everyday routines as well as individual learning goals for children requiring a higher level of support. As the year progressed we found that regular movement experiences, embedded throughout the day, can also have a powerful influence on attention and regulation. Children who are regulated, are better able to take in information and learn.

In 2023 we plan to engage with the Department for Education OT Regulation Team. We will focus on Emotional Literacy, Sensory Processing and Executive Functioning to gain a holistic understanding and an in-depth approach to supporting Self Regulation across our integrated site.

## Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	87	88	84	84
2020	58	N/A	57	57
2021	68	67	65	66
2022	61	61	61	N/A

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
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%
2022 centre	81.8%	78.0%	82.4%	90.4%
2019 state	90.8%	88.2%	86.8%	87.6%
2020 state	89.8%	83.6%	86.2%	87.2%
2021 state	88.6%	86.5%	88.6%	85.6%
2022 state	84.9%	79.8%	80.3%	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. At Keithcot Farm Children's Centre, families are given a broad option of when their child can access the 15 Hours of eligible Preschool. Between Session Care is a program which joins a morning of eligible Preschool attendance to an afternoon of Preschool attendance. During this program children are provided with a nutritious hot lunch and supported by our Childcare staff while the Preschool staff have a break away from the education and care of children. Before Preschool Care, After Preschool Care and Between Session Care are options which are provided in response to families who have work and study commitments and the traditional hours of Preschool have the potential to create a barrier to their child's regular attendance. These options attract the Childcare subsidy which make additional programs more affordable to families. Preschool families can access Childcare in the Preschool Term holidays which also supports the child's continuity of learning. In our Long Day Care Program, families can choose either two or three days / week which also meet work or study commitments.

## Destination schools

Feeder Schools (Site number - Name)	2019	2020	2021	2022
1201 - Gulfview Heights Primary School	2.6%	0.0%	3.5%	6.9%
1847 - Keithcot Farm Primary School	60.5%	75.5%	74.1%	58.6%
8421 - King's Baptist Grammar School	25.0%	11.3%	5.2%	17.2%
8454 - Pedare Christian College	1.3%	3.8%	1.7%	3.5%
1430 - The Heights School	0.0%	0.0%	0.0%	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 2022 collection.

## Destination schools comment

N/A

# Family opinion survey summary

We choose not to use the Department for Education Preschool Survey as it is not inclusive of our Birth to School Entry integrated site.

We have developed a survey which is reflective of the National Quality Standards.

120 families were emailed the survey using Microsoft Forms.

41 families responded.

19 Responses received from LDC families.

12 Responses received from Preschool families.

10 Responses received from Preschool in conjunction with LDC families.

Overall the responses indicate a continuing high degree of satisfaction in each of the 7 National Quality Standards.

QA1: Education 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

Queries were raised about the Preschool Catchment Area. This has recently been resolved by the Department for Education, allowing our current Long Day Care families, who live beyond the catchment, access to our Preschool program for 2023.

Queries were raised about the communication of individual children's learning. Through the process of reviewing our pedagogical (teaching and learning) documentation we are reviewing how we communicate individual children's learning with their families.

Each child has a Primary Educator who values the opportunity for informal or formal interviews with families. Many families take up this opportunity through the year.

Queries were also raised about the staffing in our Long Day Care particularly in the busy afternoons. We have factored into our 2023 budget an increase in LDC staffing in the afternoons. However there is currently an Australia wide labor shortage, which is impacting on our ability to attract quality Early Childhood staff.

## Relevant history screening

A Working With Children Check (WWCC) is an assessment of whether a person poses an unacceptable risk to the safety and wellbeing of children attending our integrated site. Part of this rigorous process the Department of Human Services research individual peoples Criminal History, Child Protection and other critically important information.

All staff including relief staff, visiting therapists, midwifery staff, maintenance personnel and Cleaners have up to date Working With Children Checks. Governing Council members also have WWCC's.

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

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

Ventia has a WWCC register for all maintenance personnel.

Our Childcare Governing Council members are also required to have National Police checks, Bankruptcy and Insolvency Checks as well as Provider Digital Access (PRODA).

## Financial statement

Funding Source	Amount
Grants: State	\$569,832
Grants: Commonwealth	\$640,384
Parent Contributions	\$378,763
Other	\$11,990



## 2022 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2022 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	Five separate Professional Learning Days were planned by our leadership team through 2022. The focus of these days has been to reflect on the progress of the Improvement Goal in our Prior to school Quality Improvement Plans. All Permanent staff across our integrated site accessed targeted Professional Development during the PLD's facilitated by our "Buy In" SP and OT with a strong emphasis on Emergent Literacy in a Birth to School Entry setting.	Noticeable improvements occurred in children's physical capacities, particularly their fine and gross motor skills as well as communication skills. There has been a greater emphasis on establishing children's prior thinking and knowledge as demonstrated in the Pre and Post Expressive Language and Vocabulary screen to identify real learning. Teachers and Educators are growing in confidence to embed Key Word Signing in their daily interactions either intentionally or spontaneously with children.
Inclusive Education Support Program	16 Preschool children accessed formal support through Inclusive Education Support Planning (IESP) funding. 3 Long Day Care children received Commonwealth Government Inclusion Support to meet their complex developmental needs. Our Multidisciplinary Team of Early Childhood Teachers, Educators and Allied Health Staff work collaboratively with Department for Education Student Support Services and other external service providers.	All identified children have made significant gains. External providers working alongside our Early Childhood Teachers and Educators communicate goals and strategies which are implemented across our integrated play based environment, everyday routines and interactions.
Improved outcomes for non-English speaking children who received bilingual support	No children received bilingual support in 2022 as the funding is specifically for children who have no English. Early Childhood Teachers and Educators with diverse cultural backgrounds including Indian, Indonesian, Japanese, Chinese and Greek authentically shared aspects of their culture.	Children of all ages participated in authentic cultural experiences provided by our culturally diverse multidisciplinary 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.

## 2022 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 2022 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	<p>SP support either in person or via the Centre Newsletter enables communication with families about The Tiny Talker Tracker, Book Based focus and other literacy programs. Strategies and suggestions were provided about talking, listening and reading with children to encourage language facilitation and stimulation strategies at home. This supports children to communicate and connect with others; think and learning; solve problems; and develop emergent literacy skills.</p> <p>OT communication with families about their child's overall developmental needs supports families to make informed choices and improve outcomes for their child and family.</p>	This information from the SP And OT has provided new learning, built parental capacity and provided evidence to assist families with accessing early intervention services (if required).
Children's Centres for Early Childhood Development and Parenting Grants	<p>Parenting programs including Circle of Security; Being with Baby; Wonderful World of Toddlers; Fussy Eating; Toileting and Sleep workshops were organised by our CDC and facilitated by OT. Funding enabled a Creche for some programs.</p> <p>During Covid online "Coffee and Chat" forums were facilitated by CDC and OT.</p> <p>"Play in the Park" facilitated by OT and CDC enabled questions to be raised in relation to parenting topics.</p> <p>OT "Drop in and Chat" provided more in depth confidential conversations to address concerns and refer to appropriate intervention services (if required)</p> <p>.</p>	There is a continuing focus on building knowledge and strengthening the capacity of Children Centre parents and parents from the wider community in relation to early childhood development. Many parents and carers re-engage for a range of programs and services. Feedback includes comments on their enhanced confidence, knowledge and reduced social isolation.
<p>Briefly describe or list the community programs offered in 2022 which had a focus on:</p> <ul style="list-style-type: none"> <li>• Playgroup</li> <li>• Parent support</li> <li>• Transition to and from preschool</li> <li>• Any new programs or services not previously offered.</li> </ul>	<p>"Blended Therapy" is a team of Early Intervention specialists who provide children in our community with complex developmental needs the opportunity to access NDIS funded targeted therapy sessions along with participating in a group learning context.</p> <p>"Sing and Grow" is a free 8 week program led by a Music Therapist from Play Matters Australia. The program encourages parents and carers to share in singing, dancing and playing musical instruments with a focus on building confidence and enhancing the transition to school.</p> <p>Baptist Care Counselling Services were offered through the year to support Children's Centre and community families.</p>	

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