



McKay Children's Centre Penola

McKay Children's Centre 2019 annual report to the community



Government
of South Australia
Department for Education

McKay Children's Centre number: 6525

Partnership: South East Coast & Vines

Name of preschool director:

Jennifer Smibert

Name of preschool management committee chair:

Emma Bowen

Date of endorsement:

Context and highlights

2019 Annual Report

Context

McKay Children's Centre is an Integrated Service in Penola in the Limestone Coast of SA. McKay is situated on site at Penola Primary School and is part of the South East Coast and Vines Partnership. McKay offers a range of quality services for the Penola and Districts community children aged from birth to 13 years. The Centre provides Childcare, Kindergarten and Out of Hours School Care. DfE is the Approved Provider of the Kindergarten & the Governing Council is the Approved Provider of the Childcare & OSHC programs. In 2019 6 DfE employees were employed in Kindy plus 15 Governing Council employees in childcare & OSHC. The Kindy enrolment was 39 Term 1 and reduced to 31 due to mid year intake at local Catholic School and others leaving the district. Approximately 30% of children attending kindergarten access school bus services. In 2019 kindy operated for full days Tuesday/Wednesday/Thursday children attended a 5 day fortnight pattern and access to a lunch program. Many children access childcare programs on non-kindy days.

Childcare and OSHC programs are community based and fees are set to be as affordable as possible. Centre childcare utilisations began the year at 25 FTE's remaining steady throughout the year with a small increase at years end. OSHC FTE utilisations were consistently high and stable in 2019 maintaining community demand. McKay trialled small Vacation Care Programs during each holiday periods x3-4 day programs only. The 3 year old childcare program in the kindy room was well accessed by children/ families. This child care program held Mondays /Fridays supports successful transitions to kindergarten & is well utilised.

Penola OSHC program continued to experience high demand mid-week across OSHC groups. Licensing requirements recommended McKay to successfully enrol kindy children into Childcare (not OSHC) so as not to exceed our current Licensing limit.

2019 Centre Highlights included exceptional site fundraising, the acquisition of a generous Community Grant from Casella, & the delivery of a 3 Term whole centre P.D. (Jane Lemon) to develop new Site Philosophy & agreed values & commitment - including agreed values & commitments by all staff, funded by CC Sustainability Grant. Increased small group excursions into community & school connections. The appointment of a new Integrated Services Director for a 5 year tenure was particularly pleasing - pivotal for future growth & continuing improvement at McKay.

Report from the preschool management committee

2019 was a busy, rewarding year for McKay Children's Centre Governing Council. The start of 2019 saw a new finance officer appointed, Jill Stockdale. The process of appointing a new Director also took place. We are excited to have Olivia Thomas join the team and look forward to welcoming her in 2020. The Centre has operated financially within its means this year, ending on a positive note which is a relief to all committee members.

McKay Children's Centre and OHSC have continued to use the Business and Community Sustainability Grant (Commonwealth Government). This money greatly benefits future proofing of the Centre. It has resulted in a new Site Philosophy to support all educators in best practice, consistency, continuity to encourage growth in every child across McKay.

Vacation Care trials have continued to develop on a small scale.

Site policy reviews were completed over year. Successful grant applications were sourced – Community Grant from Casella Family Brands, \$8350 targeted outdoor learning environment improvement. Stand Like Stone Grant will support kindy nature learning in 2020.

Fundraising Committee embarked on an ambitious Quiz Night raising over \$8000! Funds will contribute to develop our exciting building project for 2020 to benefit McKay Penola community immeasurably.

I would like to acknowledge and thank Governing Council for their contribution and strongly encourage parents to become actively involved in G.C. It is incredibly rewarding for members and for the children and community as a whole.

Finally, Jenny Smibert completes director contract and looks forward to her future after a long association with McKay. During 2019 Jenny managed McKay, ably aided the Governing Council leaving a positive impact on the site culture. On behalf of everyone at McKay thank you, we wish Jenny her family all the best.

Emma Bowen
Chairperson

Quality improvement planning

Quality Improvement Planning

The 3 goals in the McKay 2019 QIP were reflected on termly by staff team. The review process enabled educators to make more informed decisions for growing children's learning and improvement.

The P.S. Literacy and Numeracy Indicators have been progressively used and now embedded in kindy documentation.

Work with families included authentic communications and displays to encourage the understanding the new language of learning. Childcare educators are increasingly using P.S. indicators in documentation.

Educators inquiry throughout the year encouraged and challenged children's specific learning attributes. By being more clearly targeted and better able to meet individual needs and ideas.

LDAM professional learning impacted on educators work. Reciprocal conversations were frequent and observable daily (embedded). Children's curiosity and questioning were both sustained by responsive educators who focussed on listening. Positive interactions were maintained with all children across our centre. This intentionality ensured communications were open and relevant between staff and children. Children modelled the actions and language – evident across children's play. The use of visuals supported understandings for many children and children delighted in their recognition both in and out of context.

Professional Learning during 2019 focussed on specific learning needs -Jane Lemon –developing agreed site values and commitments to support continuity of learning across our services, John Hattie –Teachers Impact, Kath Murdoch-Inquiry, Jane Lemon- Numeracy, Marte Meo and LDAR. Each delivered high quality learning opportunities which deepened educator impact on children's learning.

Data collection continues to challenge. Staff are clear that data must be relevant and applied to support growth across children's learning. SeeSaw and OneNote implemented by kindy educators for documentation/learning communication.

These will be utilized in both Childcare and OSHC in 2020. Planned speech screenings and the use of RRR Involvement Scale to establish baselines early in the year will support the measurement of learning growth in children throughout.

In kindy, educators believe McKay strengths across the program include - reflection and review processes, the increase in use of the language of learning, 'Our Place, Our Values, Our Beliefs' shared agreements/commitments, Positive Feedback, consistent opportunities for children's voice to influence their learning, availability of 'Parent Interviews', outdoor learning experiences, endeavouring to support connections between all services at McKay, working alongside our agreed values- By being: Supportive, Nurturing, Kind, Respectful and Collaborative in all that we do.

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2016	22	22	22	23
2017	45	45	46	44
2018	27	29	29	29
2019	38	37	34	33

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

Enrolment numbers decreased as the year progressed. The mid year intake by the local Catholic Primary School affected numbers as children transitioned into school. We were impacted by an unusually high number of families relocating throughout the year to new locations. A trend may continue on into 2020 however children intending to go on to the local Catholic Primary School will decrease for a number of reasons.

Attendance

Year	Term 1	Term 2	Term 3	Term 4
2016 centre	92.3%	92.7%	78.2%	85.3%
2017 centre	93.3%	86.4%	73.6%	86.3%
2018 centre	91.1%	80.6%	86.8%	86.3%
2019 centre	93.7%	94.1%	90.1%	
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 has been consistently above state average throughout the year which is pleasing - sitting at above 90%. Parents do value the quality service we provide and are keen for their children to attend. Families clearly communicate if they are going to be away, if their child is unwell etc; We believe this demonstrates they value the learning program provided for their child. Feedback has included eg; they will miss learning/friends/educators. Educators analysis of these comments is that positive feedback is due to sound communication practices between educators and families and quality relationships.

Destination schools

Feeder Schools (Site number - Name)	2016	2017	2018	2019
9059 - Mary MacKillop Memorial School	16.0%	30.0%	23.0%	23.5%
763 - Penola Primary School	83.0%	69.0%	76.0%	76.5%

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.

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

Destination schools comment

Many of this cohort of kindergarten children have older siblings at both our local schools. Families have chosen the school which suits their child's learning needs and family values. The percentages seem consistent with previous years and the impact of a mid year intake at Mary MacKillop was not exceptionally significant, only a small number of families/ children took up this option. Families were encouraged to truly consider if their child was ready for school and were aided in this through staff conversations. Many families who had eligible children chose to remain in our early childhood environment.

Client opinion summary

31 surveys were given out to families in Kindergarten.
9 were returned and completed.
In summary they were all positive and thoughtful
The rating scale 1-5 (5 being high)

McKay received x 37 5's
x 8 4's

TOTAL 45 answers

All comments were received from families:

"positive, caring, professional", "very happy as a parent with how McKay operates"

"Just the best" "very organised" "I always feel welcome" "love the team work and creative style of learning"

"teachers have all been so helpful with suggestions and ideas" "comfortable, helpful, respected"

"Seesaw its a good communication between kindy and parents regarding kindy activities"

"dedicated, passionate, knowledgeable" "Developed more self control awareness" "Amazing"

"Better notice for holiday programs (longer than 6 months out)"

"the support has been great" "My child's speech has come such a long way" "Great, very supportive friendly"

"A very positive experience for 'my child' in general" "I'm very impressed with the way it is already"

"Easy, helpful, friendly" "It's just fine"

Relevant history screening

All educators and staff are required to have an up to date Working With Children Check – NOT PROHIBITED or Teacher's Registration. Others who also have DHS clearance include visiting students on placement and regular volunteers, such as Governing Council members. We keep an up to date database of screenings and currently all Governing Council members have a 'Working With Children Not Prohibited Clearance'. These are checked regularly and regular applications are made for centre staff.

Financial statement

	Funding Source	Amount
1.	Grants: State	
2.	Grants: Commonwealth	
3.	Parent Contributions	
4.	Other	

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	Educator led inquiry questions (LDAR) supported children's oral language improvement. Story Tables enabled opportunities for observing/monitoring children's language and thinking. Following reflection/review processes educator analysis informed the intentional planning	Evidence of increased frequency of reciprocal conversation. Children's name writing Data over 4 Terms clearly demonstrated improvement.
Improved ECD and parenting outcomes (children's centres only)		
Improved outcomes for children with disabilities	Support funding used for 1:1 work for children with speech difficulties . Behaviour/emotional support was enabled by additional staff employed over and above required ratios in part site funded. At years end improvement is visible whole group acceptance of difference / individuality families/children	High levels of attendance by children eg; attending sessions on non kindy days. Displays for families to assist understandings.
Improved outcomes for non-English speaking children who received bilingual support		

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