



Yankalilla Community Children's Centre

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2020 annual report to the community

Yankalilla Community Children's Centre Number: 3627

Partnership: Fleurieu

Signature

Preschool director:

Ms Rebecca Heath

Governing council chair:

Kat Lyons

Date of endorsement:

10 February 2021



Government
of South Australia
Department for Education

Context and highlights

Context

Yankalilla Community Children's Centre is a rural integrated children's centre that provides preschool, long day care and a community playgroup. It serves a large, diverse and growing district that incorporates the towns and catchment areas of Inman Valley, Delamere, Torrens Vale, Hay Flat, Parawa, Second Valley, Rapid Bay, Cape Jervis, Wattle Flat, Myponga, Carrickalinga and Wirrina Cove. In 2020 our preschool program had an enrollment of 33 children so we offered preschool part-time Tues, Wed and alternative Thursdays. The preschool is staffed by two preschool teachers, an early childhood worker and a preschool support worker (average in 2020 - 15 hours per week).

Highlights

We welcomed our second trainee Natasha Blesing who is undertaking her Diploma in Child Care while working full-time. We are pleased to be able to give the opportunity for local educators to further their knowledge while being supported by the centre. Kristy one of our contract educators gained permanency ensuring that we had continuity of care across the centre when relieving educators for breaks, lunch and meetings with parents. We had new relief educators Lucy, Aleisha and Tash join our centre increasing our capacity to undertake more reflective work than previously.

While 2020 was unlike any year we have experienced previously we managed to get through it with an average of 28.2 FTE utilisation for our long day care. We also managed to not raise our child care fees for the second year in a row and lowered our preschool fees so that they were more reasonable for families. We were successful in obtaining a number of grants that ensured our ongoing financial viability of the centre and the funds have been channeled back into the centre to improve facilities.

While COVID resulted in all our family events being cancelled in 2020 we managed to be creative by offering story times on line, take home packages including reflection journals and lots of sharing of ideas of activities you could do at home with limited resources with your children. We also worked to improve our communication with parents as they weren't able to come on site adding more to class dojo than in previous years.

Thanks to our wonderful Governing Council who supported us as a centre throughout this turbulent year and especially our Chairperson Kat Lyon who was prepared to meet at very little notice and helped negotiate the unexpected events of a pandemic year. Thanks also to her volunteering for the past three years to run the playgroup her enthusiasm for the role has been amazing and grown the playgroup into a busy social building weekly event for families.

Thanks Bec Heath - Director

Governing council report

Hectic, stressful, scary and downright surreal. These are a few of the many ways to describe the year that shut down the world, as the COVID pandemic crept into every crevice of the globe. It was, and still remains, a somewhat uncertain time and I would like to thank each and every one of you; parents and children, Governing Council members and, in particular, the incredible staff of Yankalilla Community Children's Centre, for helping us through it.

Despite the year that was 2020, with many thanks to the innovation that is Zoom, the Governing Council/Management Committee was able to move online to hold our meetings, and continue our work with the centre and staff to achieve many successes including;

- Supporting the educators of the centre, as they lost hours of work, due to lock down and subsequent decreases in the numbers of children attending the centre
- Freezing child care fees and absorbing wage increases into the current profit for a second year in a row, to make the fees more affordable for families
- Reducing kindy fees from \$150 to \$100 per term, again to make fees more affordable
- Finishing the two yearly review of all the centre policies to ensure the NQIS requirements are met
- Channeling profit back into the centre with spending on new resources such as:
 - *upgrading the centre library with \$2000 spent on inclusive books to support children's learning
 - *new cots and high chairs for the under 2's
 - *a smart TV for the kindy room
 - *painting and staining of fixed outside equipment

We were hoping to have the new verandah in the under 2's and kindy completed this past year, but due to having to put it out for tender a second time this process has been held up.....you can't rush perfection!

To say that 2020 was a difficult year is the understatement of the millennium. Everybody has been affected by the pandemic, some more so than others. In our little corner of paradise I was privy to some of the hardships experienced by the staff of YCCC. These fabulous people worked hard and made big sacrifices to help maintain the viability of the centre, to ensure there was a centre left for our children after we came out of lockdown. I cannot thank them enough for everything they did, and do, for our children and our community. Without them we wouldn't have a centre where our children can learn, grow, and flourish.

So, as we move on with our new normals, I would like to wish you all a very happy, healthy and safe 2021. May this year be better than the last.

Kat Lyons
Chairperson

Improvement planning - review and evaluate

Goal 1 To extend children's ability to problem solve alone and with their peers.

After observations were taken it was decided to focus on extending the children problem solving skills. We provided the team of educators with professional development, articles and time to reflect on the topic of problem solving. Educators then implemented environmental provocations and used questions of wonder to extend the children's problem solving thinking skills.

After support and intervention from educators it was found that children have learned to persist even when they have found an activity challenging and this has been in evidence when we have written learning stories with a focus on the learning dispositions of problem solving and resilience. We are more aware of problem solving opportunities in our environment and we have seen that children are looking for this opportunities to have their thinking stretched.

Providing new environments to provide opportunities that test the children especially those older children in Under 2's has been one of our challenges. Children are more aware now that there is more than one way to solve a problem and educators have realised that they have to take a step back and use language, resources and questions to support children's problem solving. We will continue to offer in 2021 provocations, wondering questions and support to continue the journey of extending the children's problem solving skills.

Goal 2 Improve the children's oral language skills so they are able use increasingly sophisticated language to connect and communicate with educators and peers.

We commenced reading articles, undertaking reflection times to improve our language practices with children and undertook professional development with Duani Leach our speech pathologist on how to improve children's language development. After doing the training Duani encouraged us to create goals on what we would work on with the children. These became our implementation plans and helped us to progress our work with the children, extend children's language development and have a plan of action of how to progress our QIP goal on a personal level for each educator.

After reading the articles we have realised the importance of 'stop and be present' and just be and have conversations with the children, rather than focusing on other things or supervision. We developed team and individual agreements and these along with regular group reflection ensured we were tracking our progress. A focus on modelling language through everyday routines and using routines for opportunities to learn new words and engage in conversations has all seen an extension of children's language development.

We can hear that the children are using the language we are role modelling, even towards their peers. Children are using non-verbal cues when their verbal language is not understood. Children's language is developing which is evidenced in our observations and learning stories. The children are using more language in their everyday interactions including using peers and educators names. We have made progress but oral language is a big concept that we believe we will engage in next year and beyond.

Educator feedback has indicated that the opportunity to partake in individual critical self reflection with release time provided each fortnight to undertake professional readings and journal recordings has improved their confidence to engage with the children in improving their language and problem solving skills. Children's language and problem solving development has seen growth which has been recorded through learning stories and observations.

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2017	32	33	32	30
2018	37	38	38	37
2019	38	38	40	37
2020	29	N/A	32	33

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.

Enrolment comment

Last year saw our enrolments drop from 37 in Term 4 to only 29 children enrolled in Term 1 2020. This resulted in us being a part-time site for the year with kindy operating Tuesday, Wednesday and alternative Thursdays. During the year our enrolments were impacted by COVID with a number of families moving into our community to avoid COVID 19. Our enrolments increased to 33 by Term 4 2020 with one child doing early entry. The end of the year saw 32 children graduating.

Attendance

	Term 1	Term 2	Term 3	Term 4
2017 centre	94.4%	89.8%	85.4%	85.1%
2018 centre	91.9%	91.4%	88.7%	70.0%
2019 centre	88.8%	42.0%	88.9%	85.6%
2020 centre	91.7%	N/A	73.8%	84.7%
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%	86.4%
2020 state	89.3%	82.0%	84.8%	85.9%

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

Our attendance data was a small percentage below the state average for the year. This year has seen families being asked to keep their children at home if any sign of sickness and that alongside COVID19 and the effect it had on attendance has resulted in our attendance data fluctuating heavily through out the year. Any child who fails to attend preschool without explanation receives a text or phone call during the week inquiring about their whereabouts and in the hope of improving attendance rates and to track our children's whereabouts and if they move out of the area or if they attend another preschool. With a continuing trend of a small amount of transient families we have tried to keep track of these families although not always successfully.

Destination schools

Feeder Schools (Site number - Name)	2017	2018	2019	2020
8266 - Mercedes College	0.0%	0.0%	0.0%	3.3%
303 - Myponga Primary School	6.0%	10.0%	2.7%	6.7%
650 - Rapid Bay Primary School	12.0%	13.0%	16.2%	16.7%
8498 - Tatachilla Lutheran College	0.0%	2.0%	2.7%	6.7%
453 - Victor Harbor R-7 School	0.0%	0.0%	0.0%	3.3%
766 - Yankalilla Area School	75.0%	67.0%	75.7%	63.3%

NOTE: The data is collected in Term3. 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), Term3 2020 collection.

Destination schools comment

Our children ended up attending 6 different schools. Yankalilla Area School (YAS) continues to be our main feeder school with there being this year a small decrease in enrolments to YAS although after the data was submitted 2 families decided to change to YAS. Rapid Bay School enrolment numbers slightly increased due to increase in the number of families living at Cape Jervis and the bus service being offered from Yankalilla to Rapid Bay. Our destination to Myponga Primary School remained the same as 2019 with 2 children attending in 2020. Numbers attending Tatachilla Lutheran School increased to two compared to one child the previous year One child move out of the district ending up at Goolwa Primary School and another going to Mercedes College.

Client opinion summary

In previous years our returns have been minimal for the DfE parent survey so we created one through Survey Monkey that could be more inclusive of child care and preschool as an integrated centre. Our survey was developed with a focus on the 7 quality areas of National Quality Standards and how families thought we were progressing them. Next survey will also allow for verbal response. We had 33 families return a survey which is a big improvement from previous surveys when there has been 0 returns.

1. Do you feel our environments support children to engage in movement and physical play?

100% Yes

2. Did you know that the centre is governed by a Management Committee made up of parent representatives?

70% Yes 30% No

3. How would you rate the way we gather information about your child's knowledge, strengths, goals, and interests?

Not at all effective 5% Not so effective 5% Somewhat effective 10% Very effective 50% Extremely effective 25%

4. Which of the following options best describes the area of information you would like to know more about?

Getting Involved in the centre 28% Managing Behaviors 40% Access to communication and language development 32%

5. Do you find the staff roster provides the best continuity of care for your child?

Yes 90% No 10%

Analysis

Our families feel happy with the learning environments we offer to the children. We still need to continue to promote the work of the Management Committee/Governing Council and how parents can be involved. We need to continue to work on how we gather and distribute information about children from their families with 20% still feeling we are not effective in how we do this. Families want to know more about how to best manage their children's behaviours which will result in on us trying to find more parenting workshops and articles for families to engage with. The majority of our families are happy with how we roster the primary care giving system in the centre.

Relevant history screening

All employees and teachers of Yankalilla Community Children's Centre have approved Working with Children/DCSI/TRB Clearances. Copies of all screening clearances and Teachers Registrations with their expiry dates are stored securely on site. We have a number of volunteers and contractors who work for the site who also have current clearances.

Financial statement

Funding Source	Amount
Grants: State	\$369,773
Grants: Commonwealth	\$652,054
Parent Contributions	\$167,045
Other	\$1,823

2020 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2020 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 Literacy and Numeracy Grant was used to support educators to be part of the Pedagogical Documentation Project with Anthony Semman. The focus of this work was working our way through a set of modules which included videos to view, articles to read and reflective questions to be answered.	The team has now developed how we critical reflect each day on how the children are progressing on their numeracy and literacy outcome.
Improved ECD and parenting outcomes (children's centres only)	We worked with David Hammond the Community Development Coordinator at Goolwa to run a variety of parenting courses in 2020. Which included Circle of Security Parenting Course and Triple P Parenting Course.	Parents reported back that they had improved their parenting capacity.
Inclusive Education Support Program	We have during the year identified a six children with speech delays and we used the disability support funding to employ an ECW. The ECW replaced one of our teachers to do individual work and implement the Speech Therapist's improvement program.	Reports gained from the Speech Pathologist indicated the speech program offered improved children's outcome and progress.
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.