



Yankalilla Community Children's Centre

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2021 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:

17 March 2022



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 2021 our preschool program had an enrolment of 40 children. The preschool children attend two days a week for terms 1 and 2 and 3 days a week for terms 3 and 4. The preschool is staffed by two preschool teachers, an early childhood worker and a preschool support worker (average in 2021 - 18 hours per week). Our child care had an excellent year with growing numbers of local families wanting to use child care our weekly average utilisation was 29.9

Highlights

As part of our strategic plan we decided to employ an Assistant Director in 2021. This role would ensure ongoing continuity of leadership in the absence of the Director. Liza Kolarik was successful in winning the position. We advertised and were pleased to offer a local person in Riccilee Meldrum a Certificate 3 in Children's Services Traineeship. Riccilee is currently undertaking her Certificate 3 in Children's Service while working. Congratulations also went to Natasha Blesing who successfully completed her traineeship and not only obtained her Diploma in Children's Services but also her a permanent position at the centre as our 4th educator in the Over 2's. The centre has paid for both these educators to undertake their qualifications while providing them with weekly study leave.

We were lucky to have obtained two COVID grants from the SA Government which we used to replace our main kitchen and the kindy art area. Thanks to Liza our Assistant Director who took leadership of this renovation. We also after a number of years planning were able to finally have the three old verndahs replaced with a wonderful larger verandah that provided excellent under cover play area for Under 2's and Kindy.

Thanks to our wonderful Governing Council who supported us as a centre throughout this yet again turbulent year. The committee financially supported the installation of a new mural for the centre. It was created by local Aboriginal artists Kyla McHughes and Michael Kilsby who worked in consultation with local community elders and the children of YCCC to create the mural. This was the first step in our plans to work towards a reconciliation plan.

Governing council report

Lock ins, lock outs, lock downs and home schooling. The buzz words from another year of COVID, but hopefully soon removed from our vernacular as we move forward with brighter prospects. Whilst 2021 still brought many challenges with it, the (sometimes painfully) slow movement toward a new normal began, and once again I would like to thank you all; parents and children, Governing Council members, and lastly but by no means least, the incredibly dedicated staff of Yankalilla Community Children's Centre, for helping us on the journey.

With a combination of ZOOM and the occasional in person meetings as allowed, Governing Council/Management Committee were able to continue to work with the centre many successes, most notably:

- Freezing child care fees and absorbing wage increases into the current profit for the third year in a row to make fees more affordable for families (that's a big deal FYI)
- Supporting our centre educators, as they once again lost hours from the fallout of lock down and subsequent decreases in the number of children attending the centre
- Channeling profit back into the centre with spending on new resources including :
 - building the new verandah for the Under 2's and Kindy
 - upgrading the centre library, spending \$1,000 on new inclusive books to support children's learning.
 - new educational resources such including

These examples are just a small window into the many successes of YCCC, which otherwise go largely unnoticed. Under the guidance of our wonderful Centre Director Bec and with the absolute dedication and sacrifice of the hard working educators and administration., YCCC has continued to flourish in leaps and bounds despite the many many challenges they faced. Not only did they once again ensure the viability of the centre for our children and community, they did it with same smiles, love, care and compassion they have always had. For that I cannot thank them enough, and no amount of pay rises or chocolates will ever be enough to convey the huge amount of love and respect I have for these people.

I would also like to thank you, the families and community for continuing to support the centre, and its incredible staff, over another trying year dominated by the pandemic. A children's centre is nothing without the families, and each and every one of you have had a part in its successes.

So as we move closer to normal, I would like to take this opportunity to wish you all nothing but the best for a healthy, happy and safe year. May 2022 bring better, brighter days.

Kat Lyons

Governing Council Chairperson
Yankalilla Community Children's Centre

Preschool quality improvement planning

Learning improvement goal 1: Improve the children's ability to express ideas and feelings through effective communication in the indoor environment.

We set up reflection journals for each educator and released them once a term to undertake directed reflection to improve their practices. Educators were also offered the opportunity to join up to Early Childhood Australia education hub and undertake any of the 100 webinars available to improve their practices. These webinars enabled the educators to access professional development regardless of distance and dealing with the impact of COVID and limiting access to professional development.

As a result of our critical reflection and professional development, children are now being observed more engaged in sustained conversation with educators and their peers. Children are now able to express their ideas and feelings during play, routines and interactions. This has been in evidence through educator's observations, learning stories, assessments of learning and children's learning journals. We as educators are now more aware of the required practices and language to create an environment that supports sustained shared thinking. Observational data of educator's interactions verbally with the children demonstrated educator's abilities to take on the knowledge gained from critical reflections of our pedagogy and newly gained knowledge from professional articles, professional development and webinars. Oral language improvement is a big goal and one we plan to continue to progress over the next couple of years.

All educators developed an implementation plan and this was used to develop their professional development plans. They have established a personal goal and implementation plan based on the strategies presented by Iram Siraj in the webinar "Sustained Shared Thinking improving oral language". Group reflection were also done at each staff meeting to ensure all the team were on the same page. Educators in the kindy has introduced a daily reflection book which they analyse on a fortnightly basis to ensure that our program is supporting each child.

After undertaking the critical reflection and professional development has made educator aware of what sustained shared thinking strategies (eg Open ended questions, modelling thinking) we need to use, ensures that we would encourage children to extend their emerging understanding of different concepts and problem solving. Educators having lanyards with levels of questioning and displays of sustained shared thinking around the center helped educators to focus on extended conversations. Critical reflection is now becoming embedded in our culture as a site and educators are able to better articulate not only their successes but their struggles. Educators are taking on more from the articles and professional development and improving their practices and the environments to reflect this new knowledge. Taking on board not only the feedback from this year's LET observation day but also last years enabled us to ensure that we were progressing the children's oral language.

Recommendations: What are the next steps to take?

Continue to focus on oral language in 2022 but after working with the schools data develop a goal around phonological awareness and how we can support phonics with a music lenses on it. Continue our valuable work around Sustained Shared Thinking so that this newly gained knowledge and its positive impact on children's learning and outcomes isn't lost.

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2018	37	38	38	37
2019	38	38	40	37
2020	29	N/A	32	32
2021	38	39	39	39

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
2018 centre	91.9%	91.4%	88.7%	70.0%
2019 centre	88.8%	42.0%	88.9%	85.6%
2020 centre	91.7%		73.8%	49.4%
2021 centre	90.8%	84.3%	90.0%	90.1%
2018 state	90.8%	88.4%	88.0%	88.2%
2019 state	90.8%	88.2%	86.9%	87.6%
2020 state	89.8%	73.0%	86.3%	87.0%
2021 state	88.6%	86.5%	88.4%	85.0%

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

Attendance was at times effected by COVID and lockdowns. Overall though our attendance stayed above or close to the state average.

Destination schools

Feeder Schools (Site number - Name)	2018	2019	2020	2021
9412 - Investigator College	5.0%	0.0%	0.0%	5.3%
303 - Myponga Primary School	10.0%	2.7%	6.7%	7.9%
650 - Rapid Bay Primary School	13.0%	16.2%	16.7%	13.2%
766 - Yankalilla Area School	67.0%	75.7%	63.3%	73.7%

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 2021 collection.

Destination schools comment

Our children ended up attending 5 different schools. We had a small increase in children transitioning to Yankalilla Area School and there was a small decrease in children transitioning to Rapid Bay Primary School as a result. Our destination data to Myponga Primary School increased due to three children moving to Myponga primary School. two children went to Investigator College and one child went to Victor Harbour Primary School.

Family opinion survey summary

No parents returned the survey so we collected feedback from parents using a variety of systems.

Every Monday morning, usually about 6.30am when ***wakes up and says "let's go to school!", I am reminded of the life changing difference that you and your team have made to **** and our family. We are eternally grateful to everyone at Yank CCC for all the support, kindness and care you have shown us, helping **** become the extraordinarily happy, friendly and curious 5 year old that she is today.

Thanks to all the wonderful teachers and helpers at kindy. Its been a great year and ***** I feel has really thrived. What a wonderful experience for him, you guys do a great job!

Thankyou for this thorough report of **** development and progress over the year.

It is a delight to see the children grow and learn thanks to teachers.

The report is consistent with my observations of **** at home. Thank you for the great report and looking after her throughout the year. She has loved being at kindy and will miss you all.

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	\$509,863
Grants: Commonwealth	\$273,849
Parent Contributions	\$706,142
Other	\$210

2021 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2021 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 funding enabled educators to work with the speech pathologist on how to support children with special needs use PODS. Also the funding supported educators to focus on oral language as part of the QIP work.	Educators observed in Term 1, then again in Term 4 to see what impact their use on Sustained Shared Thinking and it was observed that there was growth for children and educator
Inclusive Education Support Program	The funding was used to support children with special needs to be engage in the curriculum through speech programs, early intervention and resources bought specifically to support the children.	All children benefited from the IESP funding but those children with special needs were observed to have significant growth and development during the year.
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.