



KCCC ANNUAL REPORT 2016





ANNUAL REPORT 2016

This report presents progress towards achieving the objectives of our strategic plan and KCCC vision and aims for the future.

The purpose of the Annual Report is to:

- provide an overview of the cooperatives operations for education and care
- communicate how the centre is performing
- highlight key achievements
- highlight performance and statistics
- provide a summary of KCCC's financial position as at 30 December 2016

If you would like further information on any aspect of this report, please contact Sigi Hyett, the General Manager of the centre, on 9376 4565.

KENSINGTON COMMUNITY CHILDREN'S CO-OPERATIVE (KCCC)

Kensington Community Children's Co-operative is unique in its co-operative model. We are a not-for-profit community-based model governed by a committed group of parents with extremely dedicated and qualified staff.

We offer education and care to children from 6 weeks to school age as well as Sessional and Integrated Kindergarten programs. We are a 140 place centre with 50 dedicated staff.

We provide a safe and nurturing environment in which we stimulate enquiry, invite discussions, engage the senses and offer choices for children to learn, discover and grow. Our natural setting is an integral part of our program and we encourage and foster sustainable practices.

A parent-governed co-operative that has been proudly educating and caring for children from Kensington and surrounding areas since 1982.

KCCC MISSION

KCCC is a not-for-profit community organisation that values and supports children and their families. We provide quality early childhood education which helps children grow, develop and learn in a safe and stimulating environment. Our natural setting is an integral part of our program and we encourage and foster sustainable practices.

GOALS AND STRATEGIC OBJECTIVES

- To provide an integrated quality children's service that plays an active part in our community.
- To create an environmentally, social, friendly and sustainable enterprise.
- To be pro-active in engaging families to contribute and benefit from the program.
- To ensure all staff have consistent and available professional learning opportunities.

VALUES

IN RELATION TO CHILDREN: We value the uniqueness of each child, their interests, learning styles, and backgrounds.

IN RELATION TO FAMILIES: We recognise and value the primary role that families play in their children's life.

IN RELATION TO STAFF: We value all staff at KCCC, acknowledge their commitment and support their continued professional growth.

IN RELATION TO OUR COMMUNITY: We value strong partnerships with members of our community, show respect regardless of background, and acknowledge their role within our service.



NATIONAL QUALITY FRAMEWORK

The National Quality Framework (NQF) was the result of an agreement between all Australian governments to work together to provide better educational and developmental outcomes for children.

The National Quality Framework sets a National Quality Standard for early childhood education and care providers. The NQF includes:

- the National Law and National Regulations
- the National Quality Standard
- an assessment and quality rating process
- national learning frameworks.

Research shows quality education and care early in life leads to better health, education and employment outcomes later in life. The early years are critical for establishing self-esteem, resilience, healthy growth and capacity to learn. Quality education and care shapes every child's future and lays the foundation for development and learning. The major benefits for parents and children from the NQF include:

- improved educator to child ratios, ensuring children have greater individual care and attention for children
- educators with increased skills and qualifications
- better support for children's learning and development through approved learning frameworks
- consistent, transparent information on educators, providers and services in the national registers



MESSAGE FROM THE GENERAL MANAGER

I am pleased to present KCCC's annual report for 2016. It continues to be a great joy and privilege to contribute to a service that demonstrates a commitment to education and care where families, educators, children and community work together for the best outcomes for children.

Reflecting on the past year provides us opportunities to identify our accomplishments, of which there were many. Our highlight was certainly the validation of the education and care we provide when we were awarded an EXCEEDING National Quality Standard

“...As soon as one can no longer think things as one formerly thought them, transformation becomes both very urgent, very difficult, and quite possible.”

Michel Foucault: 'Materialism and Education', 1988, p154

rating in each of the 7 areas of the National Quality Standard by the Australian Children's Education and Care Authority (ACEQA). This achievement has been acknowledged by the Department of Education and Training. KCCC is the only Early Years service in the Western Metropolitan region to move from a Working Towards Rating to an Exceeding Rating in all 7 areas of the National quality standards.

Our coordinated and staged approach supported the aims of our quality improvement plan which links to the service's overall strategic plan and goals. A key aspect of this year's success has been deep critical reflection and ongoing professional development. This has resulted in distributed leadership and staff who are proud, engaged and empowered where the rights and best interests of the children are principal.

Our achievements included the implementation of an Integrated Service delivery model which incorporates multi-age grouping and the integrated yard. This has supported improved outcomes for children, involving effective curriculum decision-making with a child focused approach. Educators have identified many benefits for children, including increased language and social skills, greater sense of agency and individual planning.

The development and delivery of the service's facilities/capital works improvement plan has supported KCCC's changing needs. One of our major improvements this year was the successful kitchen upgrade.

Our partnerships continue to be a strength of our service. This is evident through ongoing open communication and active participation in the service through the board of management, subcommittees, families, staff, external stakeholders - including our landlords the City of Melbourne - and of course our most important, the children. The commitment and dedication to the continuous improvement of our centre is evident in our programs, facility upgrades and outcomes for children.

Thank you to all our stakeholders, children, families, colleagues, the City of Melbourne, the Department of Education and Training, ACEQA, Community Child Care and our facilitators for the support that you have given KCCC this year.

On a personal note, special thanks to the Board, subcommittees and the wonderful team of staff at KCCC. It has been a pleasure to work and learn together, with a willingness to continue to review, grow, reflect, inspire, be inspired, teach and continually strengthen the focus on outcomes for children. Thankyou. ■

Sigi Hyett, General Manager



KCCC BOARD

GLEN ROWLINSON MESSAGE FROM THE OUTGOING CHAIR

This year has been a highlight of my time on the board, with some very significant achievements, including another successful Trivia Night, the installation of a new kitchen, the wonderful mosaic and the receipt of our new Exceeding rating against the National Assessment Standards.

Without being too self-indulgent, I would like to reflect a little on my time with KCCC. I first joined the board in late 2010, and served twice as Chair (from late 2011 to mid 2012), and more recently from early 2015 until Nov 2016. It has been an interesting journey, which afforded me many experiences, a couple of which were more challenging than expected.

A change that I drove and am proud of, was actually a really simple one. It was a one-line alteration to our constitution. We moved the financial year of the service from ending June 30 to, as it does now, ending Dec 31. A few simple reasons supported this, which included aligning our annual budget, and associated fee setting, with how most members used the service, ie in-line with the school year. But the most significant reason for doing so, was that it allowed us to reposition our AGM into the first half of a calendar year. This has proven to work well as a time to reflect on the previous year, and engage with the membership in making



GLEN ROWLINSON PROFILE

Daelin (Acacia), Tieve & Seren (KCCC Alumni)

Glen has been on the KCCC board from October 2010 to May 2012 and from July 2012 to October 2016. During his time on the board, Glen has undertaken strategic direction, policy and procedure reviews, been the Chair, and led many working groups to analyse one-off operational issues. He has read the KCCC Constitution more times than he wishes to admit. Glen has a Bachelor of Engineering (Aerospace) and is a Research Engineer with the Defence Science and Technology Organisation. ■

plans for the rest of the year. It is also a good time to encourage new members of the cooperative to consider taking a role on the board or one of our sub-committees.

The absolute best part of board service has been all the superb people that I have had the chance to meet and work with. The members who volunteer their time, to provide strategic guidance to this community organisation are to be commended. A position on the board teaches a lot about good governance, strategic planning, business management and fiduciary (this has become one of my favourite words) responsibility. I would encourage any member who has an interest, to take up the challenge. Of course these topics don't appeal to all, but there are many other ways that members are able to help out, ie volunteering time in the rooms, attending working bees, or helping with one of our subcommittees.

My daughters, Tieve and Seren thoroughly enjoyed their time at KCCC, and 2017 is my son, Daelin's Kinder year, so this AGM shall be my last. It is a pleasure to leave the organisation in such a healthy position.

I stepped down from the Chair position in November 2016 and welcomed Julie to the position of Chair. I wish Julie, and the rest of the board, many more successes over the coming year. ■

“The absolute best part of board service has been all the superb people that I have had the chance to meet and work with.”

Glen Rowlinson, Chair to October 2016



JULIE STOBO MESSAGE FROM THE INCOMING CHAIR

I feel extremely privileged to take on the role of chair at a time when KCCC is celebrating so much success and positive attention. I would like to formally acknowledge the hard work of the Board over the past 12 months and prior, and praise their dedication and courage. Thank you especially to Glen for his stewardship, commitment and guidance, it is greatly appreciated.

Also, a huge thank you to the members of the Quality Improvement Plan (QIP), Finance, and Fundraising and Community Engagement (FaCE) subcommittees for all of their efforts and achievements. I am so proud of the Exceeding rating achieved by the centre and the tireless efforts of all of the educators, team members, volunteers and families who contributed to this outstanding success. To take the service from a 'Working Towards' rating to an 'Exceeding' in all areas of the framework is a huge achievement and reflects the commitment that we all share to the wellbeing, learning and growth of our children.

I am excited about continuing the journey with my fellow Board Members, and all the members of this wonderful cooperative, as we look forward to all the successes still to come for our children, the cooperative and the wider community. ■

To take the service from a 'Working Towards' rating to an 'Exceeding' in all areas of the framework is a huge achievement...

Julie Stobo, Chair, October 2016-current

JULIE STOBO PROFILE

William (Gumnut)

Julie joined the board in 2016 and her son William is a new addition to the KCCC family this year. Julie's professional and educational background has been in the People and Culture realm, Counselling and Psychology and she currently works full time for the YMCA Victoria as a Learning and Development Specialist/Senior HR Business Partner. Julie's expertise and experience includes Change Management, Project Management methodology, Organisational Development and general HR and Learning and Development knowledge. Julie's expertise will enable her to contribute to the continued success and growth of KCCC from a strategic level. Julie's want for her son Will is that he spends this formative time of his life in the care of highly skilled professionals and an environment which encourages and nurtures his growth, sense of community and independence, and ensures his wellbeing and safety. Julie believes that KCCC is that place and is a wonderful organisation, with a truly child-centered focus. ■

KCCC BOARD PROFILES



MOMOKO MCCARTNEY SECRETARY

Takahiro (Kinder), Minami (KCCC Alumni)

Momoko joined the board in July 2014 and has held the Secretary position since May 2015. Momoko has previously been a member of the Fundraising and Community Engagement Committee (FACE) at KCCC and helped coordinate events and activities. She has a Bachelor of Engineering (Computer) Hons and works in systems implementation and performance improvement projects in the finance industry, and has experience in a range of different industry sectors, including energy, health, resources and mining and higher education. ■



FELIX OHLE TREASURER

Trixie (Wattle)

Felix joined the KCCC board in July 2015 and is the current Treasurer. Born in Hamburg, Germany, Felix is fluent in German, English and Spanish and enjoys being involved his local community. Felix studied business and commerce and works at Viva Energy Australia (formally known as Shell Australia) in logistics and supply chain. ■



TAM SIN ERICKSEN DIRECTOR

Camilla (Gumnut), Hamish born 2016

Tamsin joined the board in 2015. She has been involved in several not-for-profit boards and committees of management, holding various positions including President. Tamsin is an accomplished HR professional with over 15 years' experience in the financial, media and professional services sectors. Tamsin's current role within the digital media industry, is as Head of People and Culture at Private Media. This involves succession planning, talent and performance management, governance, employee relations and a focus on ensuring the company's people are aligned with the right opportunities to maximise their capabilities, potential and careers. ■



REBECCA ROBINSON DIRECTOR

Dashiell (Acacia), Arabella (KCCC Alumni)

Rebecca joined the board in 2015. As a teacher, Rebecca strongly values the importance and impact of a good education from the early years into adulthood. Rebecca has worked in education for over ten years, teaching at Balwyn High School since 2009. Rebecca has also completed Masters of TESOL and works teaching English to young female refugees and asylum seekers. ■





JOHN LALOR DIRECTOR

Claire (Banksia)

John joined the board in 2016 and has lived in Kensington for over 10 years. As an experienced senior product manager and a holding a senior management position, he has extensive experience implementing online systems, marketing programs and improving business process. Outside of work John enjoys getting out on his bike and in the warmer months escaping to the river to go waterskiing. ■



ALASTAIR HAMPTON DIRECTOR

Eddie (Integrated Kindergarten),

Connor, William (KCCC alumnus)

Originally from Bendigo, Alastair has lived in a variety of locations around Melbourne but settled in Kensington about four years ago. Alastair is the business manager of Engineering at GM Holden in Engineering as well as a board member at the Society of Automotive Engineers Australasia. Between these two positions he is well versed in setting business strategy in competitive markets. Alastair holds a Bachelor of Engineering from Swinburne University and a Master of Business Administration from Melbourne Business School. Alastair loves spending his spare time with his wife Ania and his boys doing pretty much anything as well as working on his cars and keeping fit at the gym. ■



THEO GOUSKOS DIRECTOR

Mila (Integrated Kindergarten)

Theo and his family have lived in Kensington since 2014. He is also an alumnus of KCCC, having attended the centre in 1979/1980, when his grandparents owned the Milk Bar at 56 Derby Street. Theo holds a BA/BSc (Hons) from the University of Melbourne and is a Director on the Board of Indigenous Architecture and Design Victoria (IADV). Theo has worked in senior roles in large organisations where he has provided thought and strategic leadership in order to achieve organisational objectives in socially complex environments. Theo is passionate about the role of high quality early childhood education and care in establishing children's



learning trajectories. In 2011, he led the development of a partnership between the University of Melbourne and remote indigenous communities in the Pilbara region, to design and construct early childhood education facilities and to integrate the Abecedarian Approach Australia (3A) early childhood curriculum. ■

HIGHLIGHTS 2016: ASSESSMENT RATING

Our highlight this year was certainly validating the work that we do at KCCC through the Assessment and Rating process. We are absolutely thrilled to have been awarded an 'EXCEEDING' National Quality Standards by the Australian Children's Education and Care Authority (ACEQA) in all of the seven areas. Our success has certainly been due to the collaborative approach, dedication and contribution of the board, staff, families, children, colleagues, the Department and our stakeholders. We are proud to have worked so hard to move our service from a working toward rating to an exceeding rating in such a short period of time and to be the only service in the Western Metropolitan region that has achieved this!

Summary comments

"The strengths of the service include effective curriculum decision making that promoted a child focused approach in the program. A clear and ongoing cycle of planning that included the elements of observation, interpretation, implementation and evaluation. Effective critical reflection that occurred at individual, service and system levels that consistently drove the program. Embedded sustainable practices that were promoted in the everyday program and actively involved children in being environmentally responsible. Consistently and actively promoting children's health needs and supporting children to take responsibility for their own health needs at an age appropriate

level. Collaborative partnerships between families and educators were evident through ongoing open communication and active participation in the service through the board of management, educators and management team of the service."

"The service and staff team are recognised for their efforts and positive participation in the assessment and rating process."

KCCC has received an EXCEEDING in all of the standards of each of the 7 Areas:

1. Educational program and practice
2. Children's health and safety
3. Physical environment
4. Staffing arrangements
5. Relationships with children
6. Collaborative partnerships with families and communities
7. Leadership and service management ■

RATED
EXCEEDING
NATIONAL QUALITY STANDARD



HIGHLIGHTS 2016: KCCC MOSIAC

This year we created a mosaic that recognises the traditional owners of the land through a historical depiction. Thanks to the amazing efforts of KCCC Fundraising and Community Engagement (FACE) committee, the support of our families and local businesses, money raised from the 2016 Trivia night funded this amazing project.

Connecting with our local community to support this project has certainly strengthened relationships within the KCCC community, Kensington and the wider community. We connected with the local Aboriginal people, the Wurundjeri Tribe, who assisted and guided us with the design. The mosaic was inspired by the continuous review and reflection of practice as part of the services ongoing Quality Improvement Plan; to strengthen our relationships with and engage with local community including Aboriginal Torres Strait Islander. The Mosaic project has certainly supported this.

Using the Maribyrnong River as our inspiration and guided by the Wurundjeri people to the actual design, this project aimed to address more cultural understanding of our Indigenous culture. This project provided opportunities for the children to gain new experiences and understandings and to work with a professional artist and create an Art-work for their centre.

Children have been and continue to be shown examples of Wurundjeri and other Indigenous groups Art and Symbols. They were immersed in stories of the dreamtime especially of Bunjil

the Eagle and Waa the crow and how the Wurundjeri people believe the earth was created in their art and stories.

They learned of the Indigenous peoples place in Australian history and put it into context with their place. The mosaic represents the creation story and a Bird-Eye View of the Maribyrnong River with its Flora and Fauna set out like a map.

The Mosaic is now decorating the walls in a permanent way and also provides an on going learning tool for all children to follow and learn about these important aspects of Australian culture and heritage.

In 2017 we will be extending on this project by facilitating regular planned small group excursions to the Maribyrnong river in the local community. Partnering with the Wurundjeri tribe elders where the elders will work with educators and children learning about cultural competencies.

This will strengthen the community connection within the service, learning about our connection to our place. Strengthening integrated service delivery bringing the whole community together. ■





HIGHLIGHTS 2016: MOVING TO AN INTEGRATED SERVICE DELIVERY MODEL

KCCC is a Community managed service that provides education and care to 140 children each day, 287 children across the week and employs 50 staff.

We have 9 rooms comprising of 7 long day care rooms, 2 kindergarten rooms and a large outdoor area that includes many natural materials and several large climbing trees.

In 2014 the delivery model at KCCC was based on traditional models of age segregated rooms. The outdoor area was separated by a fence for the younger and older children. Children and educators moved up to new rooms each year and each room operated quite separately from the other.

In 2014, a child in the outdoor yard wishing to visit her sibling became distressed when she needed to wait for an educator to open the gate between the two play spaces at our service.

This became the catalyst for our service to reflect on whether the traditional age-segregated delivery model was as

child focussed as it could be and led us to investigate other delivery models.

"...As soon as one can no longer think things as one formerly thought them, transformation becomes both very urgent, very difficult, and quite possible." (Michel Foucault: 'Materialism and Education', 1988, p154)

It was not too long ago, that our thinking changed and the goals of our strategic plan with the child in focus became possible.

The Child in Focus

A key to the successful change has included deep critical reflection and ongoing professional development for all staff. This has resulted in distributed leadership and educators who are proud, engaged and empowered where the rights and best interests of the children are the focus.

By planning a robust professional development program which commenced in July 2014 and continued

over a period of time, which included, workshops, staff meetings and partnering with other professionals to encourage critical reflection on all aspects.

These workshops and PD sessions provided opportunities for questioning our experiences and views. They encouraged us to think critically about the values and assumptions underlying our practice. We were able to consider different perspectives and possibilities.

Partnerships with professionals enabled educators to visit other services that were successfully delivering multi age grouping which included one of our educators spending 2 months at our sister school in Denmark as part of our staff host exchange.

These partnerships enabled educators to engage in investigating real life examples and link these to our own setting.

Partnerships with families included families being offered an information

session facilitated by Heather Barnes, drop in sessions which provided them opportunity to unpack and ask further questions and detailed information packs were provided to all families.

The Board of KCCC that comprises of families and represent the family body, endorsed KCCC moving to a multi age grouping model which was introduced in 2016.

What does this look like now?

Having children of varying ages in a group encourages educators to see children as individuals and tailor programs to address their individual needs. This supports the development of personalised learning with the child in focus.

The feedback received from educators and families is largely positive and the model has been embraced by our dedicated and empowered staff. Staff have undertaken Action Research Projects which enables continued



Effective critical reflection that occurred at individual, service and system levels that consistently drove the program.

National Quality Standards report summary



reflective practice with a focus on each child. Educators have and continue to share stories about their own professional and personal growth and how this impacts on their practice.

There are many benefits for children, including increased language and social skills, greater sense of agency and individualised planning.

Our recent rating of EXCEEDING the National Quality Standards has certainly validated this transformation that has become quite possible.

“The strengths of the service include effective curriculum decision making that promoted a child focused approach in the program. A clear and ongoing cycle of planning that included the elements of observation, interpretation, implementation and evaluation. Effective critical reflection that occurred at individual, service and system levels that consistently drove the program.”



Moving forward

The teams at KCCC will continue to undertake action research projects, ensuring that we continuously practice critical reflection. Some of the actions we have already reflected on and have in place for the coming year to strengthen the integrated service delivery include:

- The implementation of an Outdoor/Excursion Educator, who will support Educators to effectively collaborate ideas about children's learning in the integrated yard, share these and extend on them through planning possibilities.
- The Outdoor/Excursion Educator will facilitate regular planned small group excursions which support strengthened relationships with peers and educators. Connections with the local community through excursion programs such as Maribyrnong river walk.
- Partnerships with the Wurundjeri tribe elders where the elders will work with educators and children about cultural competencies. This will strengthen the community connection within the service, learning about our connection to our place. Strengthening integrated service delivery bringing the whole community together.
- The implementation of Story Park which was initiated through one of our strategic goals, where families have further opportunity to be involved in their child's program and planning through an on-line interactive forum.
- Effectively utilizing educator's strengths across the service working on projects where educators have the opportunity to share their areas of expertise with the full service. For example; cooking program where one educator will share her knowledge and passion and provide opportunities for the children from all rooms to partake. Language, sharing educators knowledge and skills who speak another language to run language group times and story times for all children.
- Continuing to ensure our roster development provides opportunity for excursions/projects to occur across the centre, where children are provided the opportunity to partake in an excursion or project with a range of children from across the whole centre providing opportunities for siblings and peers to engage with each other in smaller group settings.

We will continue to critically reflect on the ways in which we can strengthen integrated service delivery with a focus on the rights of each child at KCCC. ■



HIGHLIGHTS 2016: KCCC SISTER SCHOOL AND EDUCATOR EXCHANGE PROGRAM



As part of a program that promotes global collaboration and shared learning KCCC has established a sister school with an educator exchange program, with a centre in Denmark.

How does the educator exchange program work?

The program provides opportunity for our educators to spend time at our sister school, Frederiksberg, in Denmark, to broaden their knowledge, share ideas, observe and engage in new ways of practice. These visits are reciprocated, with Danish educators having the opportunity to spend time at KCCC.

So far we have had one of our educators, Hayley, spend 8 weeks at Frederiksberg in 2015. The program was fully funded by KCCC and Hayley was hosted by families from Frederiksberg. In return we have had 2 educators from Denmark, Anne Sofie and Jette, come to KCCC together in 2016, for a 3 week period and during their time here they

were hosted by families from KCCC.

What was the purpose behind starting an educator exchange program?

We believed having this connection with a sister school in Denmark would support children to become involved global citizens. As we have shared stories, photos, and resources and have Danish educators visit us; the children are exposed to another way of life. They begin to develop an understanding of a bigger and more diverse world.

For our educators we wanted them to learn about new ways of engaging in practice as well as sharing their skills and knowledge with our colleagues in Denmark. We recognised that this was an opportunity for our educators to broaden their career opportunities, knowledge and skill level.

However, whilst all of the impacts this program would have on KCCC were important to us, an overarching aim was to raise the profile of early years



education. These types of programs happen in primary and secondary education and we thought why can't they occur in the early years? KCCC has now been one of the first early years services to implement a sister school and educator exchange program.

What are some of the key changes that have occurred at KCCC as a result of the educator exchange?

One of the significant points of learning from Denmark is the concept of 'hygge'. This is the idea of making moments meaningful and creating feelings such as security, kinship, reassurance, comfort and familiarity. While 'hygge' has no English translation we thought about this concept in terms of our relationships and transitions here at KCCC. To support the concept of 'hygge' at Frederiksberg children are not separated in strict age groups, they have an under three and over three group but slowly move children through transitions, sometimes

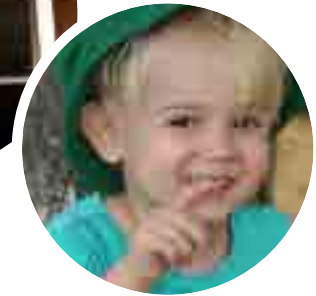
even taking up to six months to move to the over three age group. As a result we this has supported our introduction to a similar multi-age curriculum at KCCC where children are kept together in social groups rather than being moved around the service based upon their age. This supports children's transitions and also allows educators to develop meaningful relationships as they stay with their groups of children for a prolonged period of time.

This notion of relationships has also extended to our excursion program where we have worked hard to develop relationships between children and community. By ensuring all children, regardless of their age have the opportunity to leave the service and engage with local services we are promoting connection to community and supporting children to be recognised and visible as a valued part of community.

When Hayley spent her time in Denmark her biggest focus was engaging

in the dialogic reading program they run and working out how we could implement it here at KCCC. The purpose of the dialogic reading program is to support the literacy program. The program strengthens literacy and encourages language development, communication, conversation between peers and between child and educator. It is not necessarily about the text within a book. It draws on children's memory recall, along with being able to incorporate their own thoughts and feelings, existing knowledge of a situation and being able to interact in small group learning. Illustrations will often be the topic of conversation as it is prompted by a visual cue. In 2016, Hayley shared her knowledge gained and mentored other educators at KCCC in dialogic reading and it has become a very successful part of our program used with small groups of children.

During the last visit from the Danish staff in October 2016, it was identified that significantly larger groups of



children attend services over the week in Australia than in Denmark. Questions were raised on how this may affect peer group interactions and relationships across the services.

The idea to utilise part of the concepts of dialogic reading program was discussed to implement a program where the same educators take the same small group of children on a regular excursion to support and strengthen relationships and learning. As a result KCCC, will be implementing the role of an outdoor/excursion educator in 2017 and develop a program that aims to support small group projects/excursions aiming to strengthen children's agency, identity, learning and development.

We look forward to continuing to sharing and learning through our sister school relationship and educator exchange program in 2017. ■

Article written by **Tarryn Holland** for Community Child Care, Rountable magazine and adapted for KCCC annual report.

HIGHLIGHTS 2016: COMMUNITY CONNECTION

Dental Screening

KCCC, together with CoHealth, formed the Dental Screening Partnership between KCCC and CoHealth and enabled 141 KCCC children to have a dental hygiene screening at the centre. CoHealth educators and dental technicians provided children with information and education on oral health, healthy eating and drinking and of course dental screening. The overall statistics showed that the children attending KCCC have a high level of oral health hygiene.

Festivals

The Urban Community Festival and KCCC Open Day was a wonderful day with plenty of engagements between local community and KCCC families. Organised by Urban Communities and supported by City of Melbourne and the Victorian Multicultural Commission Kensington has a long history of cultural diversity which is showcased at this annual signature neighbourhood event. KCCC were proud

to be part of the festival that offered a huge fun filled day of live world music, children's activities, and workshops, community stalls and food from all corners of the globe.

Trivia night

What an amazing Trivia night again this year! The evening was a great success with over \$9,000 raised and 140 people attending on the evening.

The Trivia Night enabled the raising of funds specifically for the creation of a mosaic that recognises the traditional owners of the land through a historical depiction. Additionally the trivia night strengthens the connections between KCCC families, and continues to build on the strong foundations of the KCCC community. With 140 people attending the event this year, we believe this to be a true indication of the vibrant, generous and well-connected community that exists at KCCC. ■



WELCOME BREAKFAST



DENTAL SCREENING



WORKING BEES



FESTIVALS



TRIVIA NIGHT



HIGHLIGHTS 2016: CAPITAL WORKS

Kitchen refurbishment

This year in collaboration with children, families, educators, City of Melbourne and expert consultants we were able to deliver the services kitchen upgrade which was completed August 2016.

This could not have been achieved without the commitment and contribution of our landlords the City of Melbourne who funded the project of more than \$100,000.

The completed refurbishment has enabled the service to meet contemporary service delivery models that meets National Quality Standards and support the organisations strategic goals to improve service provision. This has enabled the creation an excellent

professional environment for cooking children's meals. Surfaces are stainless steel, and benches open and raised adequately off the floor to enable effective cleaning. The renovations are exemplary and indicate a strong commitment to best practice in food service and food safety for children. A significant improvement from the previous domestic kitchen. The food safety audit this year (2016) was excellent.

Special thanks to the City of Melbourne, Ducon, Brandon kitchens and our amazing KCCC staff and families for their hard work, patience and support before and during construction. ■





Children's equipment

The environment, known to educators as the third teacher, supports children's learning, growing independence, confidence and self esteem.

This year we were thrilled to roll out our Children's Furniture and Equipment upgrade replacing the aged furniture and equipment with contemporary furniture and equipment. The improved facility where furniture and equipment meets the needs of the children' and services future growth supports inclusion and sustainability as well as meeting the needs for health and safety, growing independence, confidence, self-esteem and well-being of children and educators. ■

Looking forward to 2017

KCCC will see the implementation of the playground refurbishment which has been endorsed by Department of Education and Training.

Preparation and planning for the refurbishment has been ongoing for the last two years with the final plans and funding has now confirmed from City of Melbourne for the total sum of \$85,000. Together with KCCC fundraising, grants and commitment the project is schedule to commence in April 2017.

Furthermore, the nappy change areas will be refurbished in the coming year by the City of Melbourne to comply with new safety standards and lino replaced where required. ■

“The successful development and delivery of the facilities/capital works improvement plan this year has certainly supported the changing needs of the service.”

Sigi Hyett, General Manager



FINANCIAL COMMENTARY 2016

Kensington Community Children's Co-operative (KCCC) is a 140-place centre offering long day care and kindergarten places through both Sessional and Integrated kindergarten programs.

For the 12 month period January-December 2016 the KCCC operating revenue was \$3.4 million and a net surplus of \$51k was achieved.

The operating result for the year included significant investment in new equipment and furniture for children, and enhancement of the information technology used to support the operations of the service. This program represented the reinvestment of prior year surpluses into the centre to support its success in the long term.

The following graph illustrates the total expenses and total labour costs as a percentage of revenue for the last four financial years. This graph shows relatively stable cost management across this period of time but an increase in the percentage of labour costs between

2015 and 2016 has occurred as we focus on continuing to provide highly qualified staff within our programs.

Throughout 2016

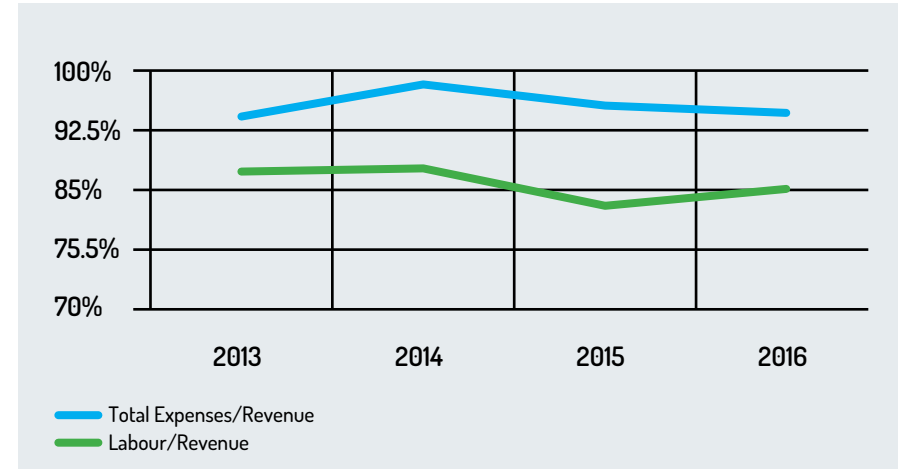
KCCC has continued to focus on managing operating costs through competitive supplier agreements and cost effective purchasing practices.

Occupancy has also remained a key component to the centre's success and an average occupancy of 97% existed for Long Day Care in 2016.

The successful application and implementation of grant funding has driven a number of projects and improvements. This has included:

- a complete upgrade to the KCCC kitchen facilities;
- the purchase of ergonomically designed cots and sleeping mats;
- funding for new information technology; and
- a thorough professional development program for staff.

PERCENTAGE OF EXPENSES TO REVENUE 2013 - 2016 COMPARISON



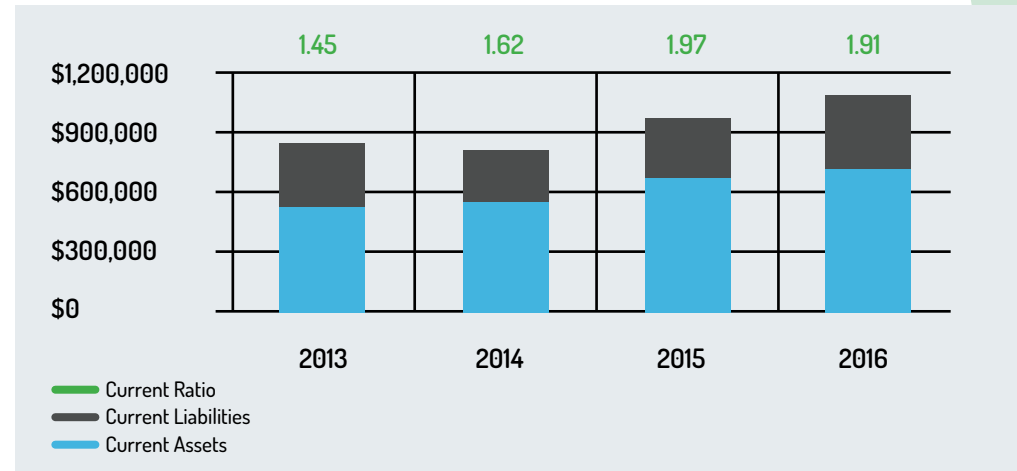
“For the 12 month period January-December 2016 the KCCC operating revenue was \$3.4 million and a net surplus of \$51k was achieved.”

Andrea Brereton, Management Accountant





CURRENT LIABILITIES/ASSETS RATIO 2013 - 2016 COMPARISON



The Current Liabilities/Assets ratio

The current ratio continues to be monitored as an indicator of the long term viability of KCCC. As illustrated here, current assets and current liabilities have increased during the financial year and the current ratio continues to show a strong ability for KCCC to pay our financial obligations.

Beyond 2016

The 2017 Budget is consistent with prior year expectations and aims to achieve a modest net surplus that can be reinvested into maintaining and improving the facilities available at KCCC.

Continued high occupancy and ongoing focus on improving the efficiency and effectiveness of our processes and procedures will ensure the Co-operative remains a successful, financially sustainable service supporting the local community. ■

Occupancy

In 2016, KCCC provided education and care to a total of 303 children from approximately 249 families across the nine rooms at our service. The following table outlines KCCC's rooms and the possible occupancy within each one on any particular day.

KCCC achieved an average of 97% occupancy throughout the year and in some months achieved 99% and 100%. This is an amazing achievement for an early-years-service and is a key area of focus for KCCC, ensuring the maximum service offering is utilised to support our community. ■

Long Day Care Room Capacity

Yarragum (Babies)	12
Gumnut (Toddlers)	12
Wattle (Under 3 year olds)	12
Banksia (Under 3 year olds)	8
Waratah (2 ½ -3 year olds)	16
Boronia (3-5 year olds)	16
Acacia (3-5 year olds)	16

Kindergarten Room Capacity

Tea Tree (4-5 year olds Sessional Kindergarten) 2 groups of 18 children.....	36
Apple Tree (4-5 year olds Integrated Kindergarten) 5 groups of up to 9 children, maximum of 27 children per day.....	44



OUR STAFF

There is clear evidence that the early years, in particular the first three years, is critical in terms of brain development, setting the foundations for preschool, primary school and further life education. Therefore, it is important for early years staff to be skilled and qualified in the delivery of early childhood education and care.

At KCCC we continue to operate with high educator to child ratios and a qualified and experienced staff team with over 65% of permanent staff holding a Diploma or Bachelor qualification.

We continued to value a professional learning culture that supported staff development opportunities, learning, sharing, collaboration and ongoing

critical reflection of how practices can improve with a focus on each child. This was the final full year of the Long Day Care Professional Development Grant and over the year staff and teams were afforded the opportunity to attend various professional learning sessions.

Continuing our professional learning culture has been integral to achieving our goals this year.

Our staff team are integral to the delivery of our service. Special thanks for their dedication and commitment to advocating, teaching, learning and continually reflecting on practice and programs to deliver the best possible outcomes for each and every child at KCCC. ■

“I have worked at KCCC for a long time. I have always loved coming to work. After all the professional development undertaken, I now know and understand that I am a professional and I can offer the best to each child every day.”

Donna McMahon, Yarragum room



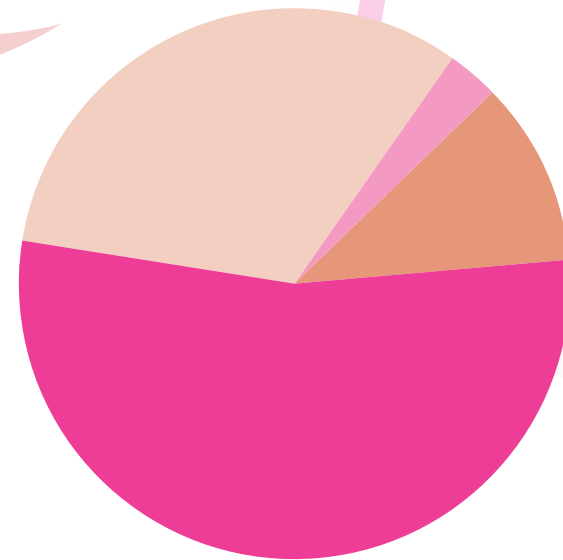
“We congratulated Hoa Lee on her 20 year anniversary in July - thanks Hoa for your dedication and commitment!”

Sigi Hyett, General Manager



“I have learnt so much from all the PD and I am really proud and this has now challenged my thinking.”

Kakali Biswell, Waratah room



■ Bachelor ■ Diploma ■ Cert III ■ Other



ACKNOWLEDGEMENTS

Thank you to all our stakeholders, we value the strong partnerships with our community and stakeholders and acknowledge their commitment and role within our service. ■

Thank you for your contribution to KCCC this year.

Australian Children's Education and Care Quality Authority

City of Melbourne

City of Melbourne – Children's Services

City of Melbourne – Maternal Child Health

City of Melbourne – Access to Early Learning

Co-Health Community Health

Community Child Care Association

Bev Plowman

Early Childhood Australia

Early Learning Association Australia

FKA Children's Services

Flemington and Kensington Bowling Club

Frediksberg Folkebornehave

Gilda Howard

Gowrie Victoria

Heather Barnes

Jellis Craig

Jobs Australia

KCCC Board Members

KCCC Sub Committee Members

KCCC Families

KCCC Staff

Kensington Children's Network

Kensington Community Network

Kensington Neighbourhood House

Large Community Services Network

Mia Northrop

Niki Buchan

Rea Group Limited

Royal Children's Hospital

Seman and Slattery

The Venny

Toby Ansell

United Voice

Urban Communities

Victorian Government Department of Education and Training

Wurundjeri Tribe