

Lobethal Community Kindergarten Annual Report 2012

Preschool number: 4630



*"Pausing to listen to an airplane in the sky, stooping to watch a ladybug on a plant,
sitting on a rock to watch the waves crash over the quayside
children have their own agendas and timescales.
As they find out more about their world and their place in it;
they work hard not to let adults hurry them.
We need to hear their voices."*

Cathy Nutbrown

Contemporary British educational theorist



**Growing and Learning
Together!**



Government of South Australia
Department for Education and
Child Development

2012 was a year of challenge and change, which provided us with a unique opportunity to reflect on where we were and where we wanted to head in the future. Having structural and systemic changes forced upon us through the introduction of the Universal Access—15 hours of preschool initiative and the introduction of the National Quality Framework/ Standards, enabled us the opportunity to challenge the way in which we operated to try and improve learning outcomes for children.

Throughout this report, I will report on the different changes we made and effectiveness of these changes. I will also provide recommendations for future planning to be considered in 2013.

I hope you enjoy sharing our learning journey through this report and can share the many achievements, learnings and highlights with us.

Staff

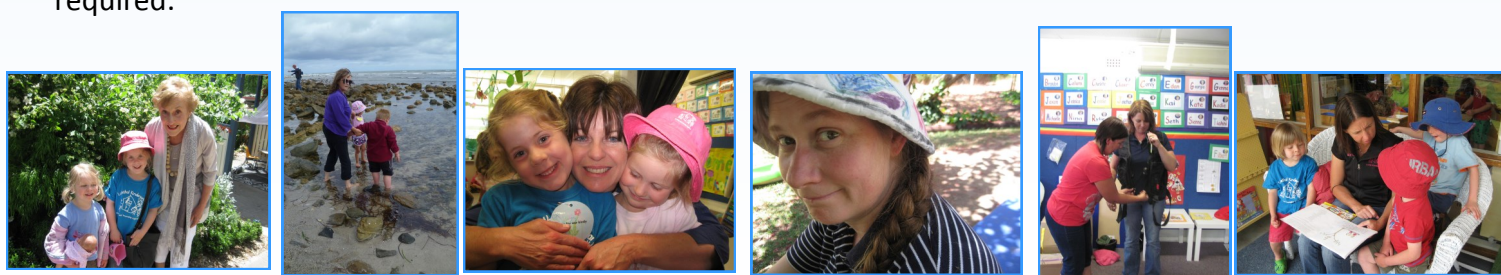
Throughout 2012 our staff team has evolved and changed immensely. We have a wonderful staff team, all providing a range of skills, expertise and experiences to our program. As in past years, we had made it a priority through 2012 to focus on educator practice, looking critically at our own practice with the aim of improvement. I acknowledge that this process can be challenging at times and would like to thank our staff team for participating in our inquiry project this year. Throughout the course of the year we have employed additional staff to support children's learning and to help provide high quality learning outcomes for our children, as well as implement new DECD initiatives.

Volunteers

We are extremely fortunate to have had such dedicated, professional and loving staff at our kindy. Throughout the year we have had wonderful volunteers, who gave us an incredible amount of time, love and energy. To Amie Teagle, Nicole Wood and Kathy Huxter, thanks for providing our children and kindy community with so much love and care. We really appreciate all of the time you gave to our kindy.

| 2012 Staff Members | Role |
|--------------------|----------------------------------------------------------------------------------------------------|
| Lee Munn | Director 1.0 |
| Margot Williams | Teacher Term 1: 0.8, Term 2: 0.6, Term 3: 0.5, Term 4 0.6 |
| Nell Ward | Teacher Term 1: 0.2, Term 2:0.6, Term 3: 0.5, Term 4: 0.6 |
| Agnes Schwerak | Acting Director Weeks 1-4 Term 4 |
| Janice Jenkin | Early Childhood Worker, Administration Assistant |
| Kylie Kleemann | Early Childhood Worker, Preschool Support Worker, Lunch Care Provider |
| Kathy Huxter | Early Childhood Worker, Lunch Care Provider, Preschool Support Worker, Bilingual Support Worker |
| Amie Teagle | Lunch Care Provider Term 1 |
| Nicole Wood | Early Childhood Worker, Lunch Care provider, Preschool Support worker, Bilingual Support Assistant |

As you can see, we have had quite a complex year with our staffing, with many people taking on a range of different roles as required. This mainly occurred due to illness, other employment opportunities, Long Service Leave and increase in staff entitlements associated with the 15 hours of preschool. Our staff team worked really hard to ensure continuity for our children and families by swapping roles, hours and days as required.



Parental Involvement

Not a day goes by where we are not thankful for our wonderful parent community. Our parents have played a pivotal role in supporting our learning program throughout 2012. Throughout 2012 we have had parents come and chop and prepare fruit for shared fruit time, clean the kindy each afternoon for around 30 mins and come and help at end of term/year clean up days. We also have had parents help us with projects, gardening and odd jobs. This support enables support staff to stay on the floor, and continue working with the children, rather than cleaning up paints, tables and dishes etc. These kind acts show us how much our parent community supports our learning program and values the roles of educators at our site. There are many ways that our parents support our learning program, here are some examples:

Membership on Governing Council, organizing/supporting fundraising activities, working with the children, supporting our local walks by providing additional supervision, caring for our garden and chooks over the holidays, participation on excursions, sharing skills with us, bringing in pets or special items (like police cars!), supporting children's learning by helping them perform home based tasks, e.g. Crunch Munch and Albert, Participation in working bees, doing laundry and participating in our end of term/year clean up days.



Session Information

During Term 1 2012, we had 100% of families accessing the two full day option at kindy. Early in Term 1, we received notification advising us that we could start the implementation of the Universal access-15 hours of preschool (U.A-15 hours) in either Term 2 or Term 3 2012 (whichever we chose). After consulting with Regional Staff (Jose Thompson) and our DECD U.A-15 hours consultant, we designed a model that would fit within our context (high enrolment numbers and limited capacity). We presented this model to our Governing Council and it was decided that we would implement the changes to our operating hours in Term 2 2012. Our designed model looked like this:

| Monday | Tuesday | Wednesday | Thursday | Friday |
|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|------------------------------------|
| Full Day Session 8.30am-3.15pm | Full Day Session 8.30am-3.15pm | Full Day Session 8.30am-3.15pm | Full Day Session 8.30am-3.15pm | Half Day Session 8.30am-11.30am |

The model was designed to run over a two week cycle so as to provide every child with the opportunity to receive 30 hours over two weeks as we couldn't provide 15 hours each week due to our numbers. Our model required us to separate the kindy into two groups, which then took it in turns to receive 2 days (6.75hrs x 2days) hours of preschool one week, and the next week access 2 days (6.75hrs x 2 days) plus a 3 hour Friday fun-day session once a fortnight. We consulted our kindy community and held a vote to decide how we would configure our groups. We asked families to vote on children attending consecutive days, or alternate days. It was voted that children would attend on consecutive days, so we organized the kindy into two groups being, FROGS Group: Mondays, Tuesdays and Odd week Fridays and the BUGS Group: Wednesdays, Thursdays and even week Fridays. We made accommodations for families who could not change their work schedules and placed these children across groups as required. We also changed our staffing to support the change. We allocated 2 x 0.6 teachers (Margot and Nell) and allocated the Frogs group to Margot and the Bugs group to Nell. This assisted them to track and monitor progress and to help support continuity of staffing within each group. We used the RRR involvement scales to measure involvement levels across groups and days. This data is represented in our Overarching Goal section. We aim to review our session configuration in Term 2 2013 and will continue to strive to cater for individual family needs as they arise.

Our Curriculum in Action....

We have used the Early Years Learning Framework, Being, Belonging and Becoming as a guide to create a rich, child centred curriculum. Using the 5 stated outcomes in the EYLF, we planned learning experiences to provide challenge, exploration and social connectedness to others and their world. We offered a play based curriculum that allowed children to participate in rich and meaningful experiences. We value children's voice, and feel that children need to have their voice heard when it comes to their learning. When programming for children's learning we take into consideration topical events, cultural festivities, seasonal and environmental factors. We created safe conditions for learning by valuing risk taking and accepting all ideas and thoughts as valid.

In line with our Regional Priorities and DECD priorities, we focused specific learning around Literacy and Numeracy. Through a focus on oral literacy, we created a specific talking time at kindy, which transformed our rest and relaxation time into a reflective learning opportunity and a forum for children to speak and listen. We used a "Talking Stick" and candles to help set a calm and safe environment for children to discuss a range of topics, to pose provocations and to learn group norms. We saw considerable growth in children's participation in this activity throughout the year.

Here are some examples of the quality of our learning program, highlighting how we adapt our curriculum to meet children's needs as learners and as individuals.



Our Memorial Projects:

'Forever Young, Forever Loved' Totem Pole and 'The Claude-Walk Board-Walk'



In 2011 our kindy community lost two very special people. Liam Bleby and Claudia Abel were taken from us too soon. As a kindy community, we wanted to honour their memory in a way which reflected their personalities and sense of fun. Whilst our projects are not totally completed, they are truly underway, ready to be completed in the early part of 2013.



Our Claude-Walk Board-Walk is a beautiful addition to what was an unutilised area of our kindy yard. Claudia loved walking and talking and loved children at play, so we thought that this beautiful addition to our kindy will provide many children with hours of love and joy, just as Claudia did to children and families of Lobethal.

We applied for partial funding of the Boardwalk through available NRME grants in October 2012. We successfully received \$1,200, which was used to pay in part for the structure. Trent Sickerdick, kindy donated his time and labour costs and designed and built our beautifully made boardwalk. We have

employed artist and teacher, Irene O'Callaghan to come in for several days and work with the children to create a mosaic totem pole. Lauren Bleby, Liam's Mum also helped create the mosaic design. It will be placed in our boardwalk and butterflies garden and will be used to enhance play experiences.



worked with the NRM education officer and chosen plants which attract birds, butterflies and that are indigenous to the Lobethal area. These will be planted when they are ready. We can't wait for it all to come together.



Term 1



Bumper Crop!



Valentines Day



Cooling off!



Visit to Restvale



Pancake Day



Normanville Beach Excursion



Baby chicks hatch!

Term 2



Leaf pit fun



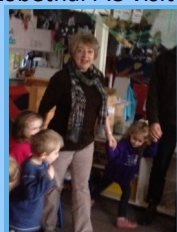
Beach art



Our new iMac arrives!



Lobethal P.S visit



Aunty Carol the Physio comes to kindy

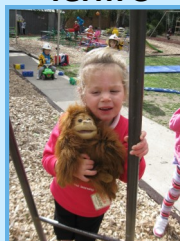


Shopping at Foodland!

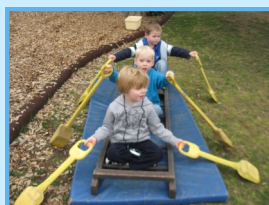


Fire Station & market excursion

Term 3



Crunch Munch and Albert arrive



Lobey Kindy Olympics



Fairy tale focus



Mosaic Art Project



Vegie garden planting



Zoo Excursion

Term 4



Creating our bean tunnel



Amaya's Daddy visits with his police car visit



Melbourne Cup lunch



Margot's farewell party



Kindy Concert



End of Year Dancify Disco!



Lobethal Pageant Float WINNERS!

Lobethal Kindergarten's Overarching Goal for 2012:

HOW?

To deliver high quality teaching and learning that values children's intellectual development and provides an environment that supports high levels of involvement for all children

- Use RRR Scales to measure involvement levels at kindy, during Term 2 (weeks 4-8) Focus group vs. random group
- Use data to direct future inquiry directions

CONSIDER:

- Group Configurations
- 15 hours– Longer Days (impact)
- Gender
- Learning Environments (indoor vs. Outdoor)
- Time of day/ structures/routines

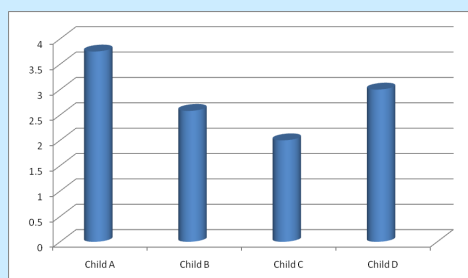
This inquiry enabled us to use the Respect, Reflect, Relate (RRR) document to measure the involvement levels of our children. The RRR involvement scale requires educators to observe children at 6 different (predetermined) times throughout the day. Observations at our kindy were taken of a group of 4 randomly selected children and also group of what we decided was a 'focus' group of 4 children. The focus group children were identified by staff through the daily reflection and planning processes and were chosen for one or more of the following:

**Not appearing to fully access the program; *Child hasn't made strong connections with others (staff/peers); Staff needing to find out more information about the child's interests, needs, etc. *Child's activity levels*

Once the focus and random groups were selected within each group, staff identified days that were 'typical' and had the least amount of disruption. All observations were taken on children's second day at kindy. Observations required educators to score children's involvement levels from 0-5, 5 equalling total involvement. Prior to undertaking our research we discussed the value of scores, so we each had a clear understanding of what each score looked like. Observations were then taken of the children by staff and then collated, measured and the results shared at staff meetings.

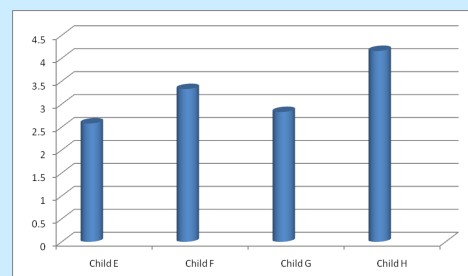
INVOLVEMENT SCALE FINDINGS:

FROGS GROUP- FOCUS GROUP Term 2, Week 4



| FROGS FOCUS T2, Wk 4 | |
|----------------------|-------------|
| Child A | 3.75 |
| Child B | 2.58 |
| Child C | 2.0 |
| Child D | 3.0 |
| AVERAGE: | 2.83 |

FROGS GROUP- RANDOM GROUP Term 2, Week 4



| FROGS RANDOM T2, Wk 4 | |
|-----------------------|--------------|
| Child E | 2.58 |
| Child F | 3.33 |
| Child G | 2.83 |
| Child H | 4.16 |
| AVERAGE: | 3.225 |

Within the RRR resource involvement scales, it states that a centre should be aiming to achieve a score of 3.5 or higher, which would indicate an environment which is supportive of achieving high involvement. These scores indicated that we needed to do some strategic thinking about how we could improve our learning environment and ultimately improve our score. With this data, we are only looking at the involvement levels, however, we also collected data on the differing variables of learning environments, gender and times of the day. Those findings were noted in our conversations and considered in our planning.



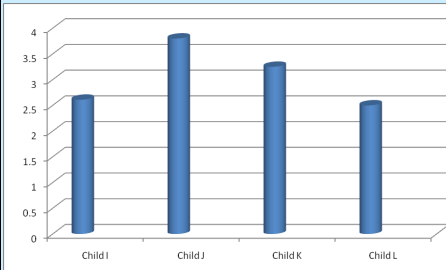
Lobethal Kindergarten's Overarching Goal for 2012:

To deliver high quality teaching and learning that values children's intellectual development and provides an environment that supports high levels of involvement for all children

We conducted the same observation process with the bugs group, following the exact criteria for child selection that we did with the Frogs Group.

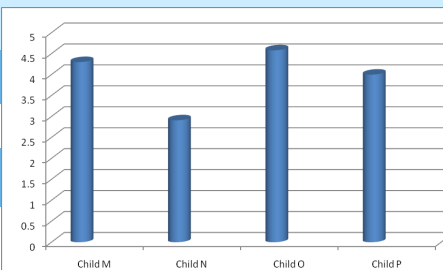
INVOLVEMENT SCALE FINDINGS:

BUGS GROUP- FOCUS GROUP Term 2, Week 4



| BUGS FOCUS T2, Wk 4 | |
|---------------------|------|
| Child I | 2.61 |
| Child J | 3.8 |
| Child K | 3.25 |
| Child L | 2.5 |
| AVERAGE: | 3.04 |

BUGS GROUP- RANDOM GROUP Term 2, Week 4



| BUGS RANDOM T2, Wk 4 | |
|----------------------|------|
| Child M | 4.3 |
| Child N | 2.91 |
| Child O | 4.58 |
| Child P | 4.0 |
| AVERAGE: | 3.94 |

After we had the data from both groups, we strategized ways to increase the involvement levels for our learners, these included:

- Longer play times– uninterrupted blocks, allowing children more opportunities to engage in deeper play or come back to play or projects at later points of the session.
- After attending the Adelaide Hills early years conference, we purchased, created and resourced some 'powerful resources' to support children's imagination, thinking and communication skills. These resources promote independent and social play and are mainly made out of natural materials. They promoted play where there is generally no right or wrong way to play and there is no set outcome.
- We introduced a wider range of quiet activities to support children's reflective thinking and learning. We used the iMac and iPhone as reflective tools and made our candle time and rest times more interactive, with a focus on oral literacy development.



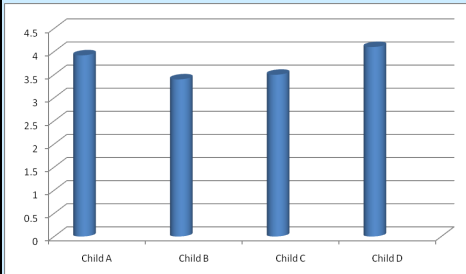
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In Week 8 of Term 2, we retested our involvement scales, using the same children in the focus groups but with different randomly selected children.

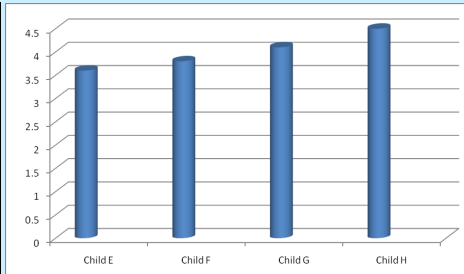
INVOLVEMENT SCALE FINDINGS Term 2 Week 8:

FROGS GROUP- FOCUS GROUP Term 2, Week 8



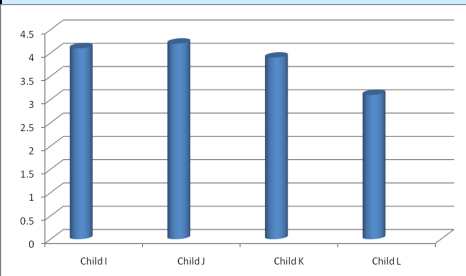
| FROGS FOCUS T2, Wk 8 | |
|----------------------|-------------|
| Child A | 3.92 |
| Child B | 3.4 |
| Child C | 3.5 |
| Child D | 4.1 |
| AVERAGE: | 3.73 |

FROGS GROUP- RANDOM GROUP Term 2, Week 8



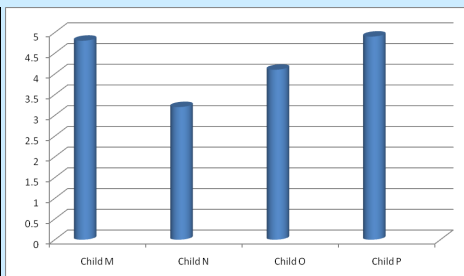
| FROGS RANDOM T2, Wk 8 | |
|-----------------------|--------------|
| Child E | 3.6 |
| Child F | 3.8 |
| Child G | 4.1 |
| Child H | 4.8 |
| AVERAGE: | 4.075 |

BUGS GROUP- FOCUS GROUP Term 2, Week 8

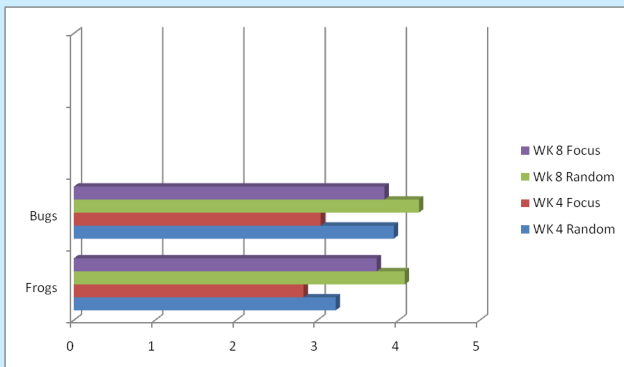


| BUGS FOCUS T2, Wk 8 | |
|---------------------|--------------|
| Child I | 4.1 |
| Child J | 4.2 |
| Child K | 3.9 |
| Child L | 3.1 |
| AVERAGE: | 3.825 |

BUGS GROUP- RANDOM GROUP Term 2, Week 8



| BUGS RANDOM T2, Wk 8 | |
|----------------------|-------------|
| Child M | 4.8 |
| Child N | 3.2 |
| Child O | 4.1 |
| Child P | 4.9 |
| AVERAGE: | 4.25 |



Children need the freedom and time to play.

Play is not a luxury. Play is a necessity.

Kay Redfield Jamison
Contemporary American professor of psychiatry

Inquiry Findings:

Both focus groups in Bugs and Frogs showed a larger increase in performance when compared to the random groups.

The Bugs focus group increased by 23% between week 4 and week 8. The Frogs focus group also increased by 24% between week 4 and week 8.

The Bugs random group increased its performance by 7%, the random Frogs increased by 19%.

The data from the week 8 results showed all four groups scored above the RRR document recommended result of 3.5, with the random Bugs scoring the highest score overall in week 8 of 4.25.

The lowest score in week 8 was recorded by the focus Frogs group which scored 3.73, however this result was significantly higher than the recommended RRR score of 3.5.

The data results were both significant and indicative of the changes that were implemented throughout the project and the final results were rewarding, encouraging and reflected the hard work put into making effective changes to the program.

We planned to continue with this project in terms 3 and 4, focusing on gender and learning environment data. but due to staff illness and stability, we continued implementing the changes made as a result of this inquiry.

Recommendations for 2013:

We will use the RRR document to continue our learning around children's involvement, learning areas and educator practice.

Lobethal Community Kindergarten's Quality Improvement Plan (QIP)

With the implementation of the National Quality Framework, all sites are required to provide to create a Quality Improvement Plan from which to plan, assess and report in line with the 7 National Quality Standards. Early in 2012 we conducted a self assessment against the 7 quality areas. We have set up systems and processes to collect data and evidence against the 7 areas. I have reported our progress in relation to our QIP throughout 2012, noting future recommendations for planning in 2013.

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| Standard/Element 1.1.2 | Each child's knowledge, ideas, culture, abilities and interests are the foundation of the program: |
| Goal: | To develop effective processes which enable staff to gain a greater insight into each child's cultural background, ideas , learning styles and interests at various points of their kindergarten year and to use gathered information to inform the learning program. |
| Achievements 2012: | <p>Upon identifying the need to have more input from families and the child, we set up processes to enable us to gather information from a range of sources.</p> <p>We promoted the return of our child questionnaires upon enrolment and tweaked the contents , asking specific questions addressing children's interests, cultural beliefs and family information. We also created a 'Reflections From Home' form, which is included in each child's Learning journey book, sent home at the end of each term. The reflections form, enables parents to provide feedback on children's learning journey as well as providing a termly update on interests, concerns and any information that families would like us to consider with future planning. These were sent home in terms 1, 2, 3 and 4 of 2012. Each term we had around a 85-90% completion rate, which added lots of input into our program as well as providing us with valuable information about each child. Information was also added to children's Individual learning Plans (ILP's) and used to help plan for future learning.</p> <p>As part of the process of sending home reflections forms, we began bookmarking children's learning journey books, which helped us keep track of the whereabouts of children's precious documentations of learning.</p> <p>Staff also began using a proforma during daily reflections, where we documented conversations had with parents/ caregivers and children, as well as concerns, interests. We would then feed that information back into our program during planning sessions.</p> <p>Recommendations for 2013:</p> <p>Continue to collect a range of information at different points of each child's learning journey.</p> |



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| Standard/ Element 1.2.1 | Each child's learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation |
| Goal: | To develop effective processes that enable staff to create an effective planning cycle that is sustainable, effective and compliments each educators' style of documentation and honours the child |
| Achievements 2012: | <p>We started this process by accessing the Lady Gowrie training centre and paid for a trainer to come out to our centre and help us work through creating a planning, assessment and reporting cycle (PARC). Staff brainstormed ideas and came up with a range of options to choose from. From this, we developed our own unique planning template, which involved having an overarching term plan, broken down into short term plans . This plan also included opportunities for children's interests and ideas to be added as well as input connecting to children's individual learning plans. A major decision was to have two separate plans for each group, rather than the one. We felt that this honoured each educator's style and philosophy as well as following the emerging interests of each group of children. Reflecting on the planning cycle created, it certainly helped staff to take ownership of the program and the responsibility for a cohort of children, which is indeed vital when job sharing a full-time position. This was also helpful when Margot fell ill Terms 2, 3 and 4 in 2012, other staff could simply follow the PARC already established and continue with minimal interruptions to the process.</p> <p>Recommendations for 2013:</p> <p>As we have a new teacher working with us in 2013, we will as a staff, review our current PARC, and adjust, tweak and recreate as necessary to suit the style and needs of our staff team and children.</p> |

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| Standard/ Element 2.2.1 | Healthy eating is promoted and foods and drinks provided by the centre are nutritious and appropriate for each child. |
| Goal: | To extend and support child and parent knowledge and participation of healthy choices, e.g. food, active play, dental care. |
| Achievements 2012: | <p>As a staff team we saw this as a big priority in our setting as we were alarmed by the amount of processed type foods were being brought into the centre through lunch boxes etc. We began introducing healthy eating into our curriculum throughout the year. We focused on developing a shared language with children, home and the centre, using terms such as 'healthy choices', 'sometimes foods' and 'everyday day foods' and 'being active'. We organised a region wide 'Music and Movement' professional development workshop, held at our kindy in May. This was a great way for all educators at our site to share in great ways to get children active through movement and dance and relaxation. We also sent home a range of healthy lunchbox leaflets and publications from Adelaide Hills Community Health service as well as displaying 'Rite Bite' newsletters in our Community/Parent corner. We created and put up large visual displays informing parents on healthy tooth brushing, the value of water as a drink and how to 'Eat a rainbow of fruits and vegetables everyday'. Our production and care of fruits and vegetables through our veggie garden also helped to support our learning. In line with the Olympics, we began focusing on what makes athletes healthy. From this we created and awarded 'Healthy Choice Medals' at kindy for children who made healthy choices at kindy and for those who brought a healthy, package free lunch, containing lots of natural colours of the rainbow. We purchased two puppets and adjuncts for each group and created our take home friends, called Crunch Munch the crocodile and Albert the active ape. These packs have provided a wonderful opportunity for home and kindy learning to combine. Children have accessed these puppets and brought them into their homes, sharing and learning with their families all about healthy lifestyles. We have bookmarked our take home friends and in 2012, over 80% of our children took home a puppet and shared their learning with the group.</p> <p>Recommendations for 2013:</p> <p>We will continue on with making healthy lifestyles a priority and will continue to integrate healthy lifestyles learning through our curriculum, parent corner, newsletters and of course through Crunch Munch and Albert. Our aim is that 100% of children will get to take our friends home for a visit.</p> |



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| Standard/ Element 3.1.1 | Outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purpose. |
| Goal: | Develop a child and staff “Safe” nappy change environment that protects the privacy and dignity of the child and ensures safe work conditions for staff/adults. |
| Achievements 2012: | <p>This process began through us identifying that we would not meet the National Quality Standards under Regulation 112– Nappy Change Facilities.</p> <p>Having identified this on our QIP, we contacted and sought advice from our Early years Consultant, Jose Thompson. We also had a case of a child needing to be changed up to six times per day due to a diagnosed medical condition. We contacted our Spotless site facilities manager, Wayne Harris and had a meeting with Wayne and Penny in May of 2012. Together we submitted a request for disability access provisions CP007 to asset services in August after we met with a plumber and came up with a rough plan of design. We understood that this process would take time and we also felt unsure as to which design would be the most beneficial for the future of our kindergarten. We have issues of centre capacity and floor space to consider, which is a very big decision in a kindy such as ours, as we have limited space and large numbers. Our centre capacity will be effected with the changes, which is another issue to be dealt with when the physical changes are made at our site. We decided to go for a design which involved extending the toilets into the existing alcove under the main roof, and extending approx. 2 more meters out the front. This way, there will be enough space for staff and children to enter safely and the extensions wouldn't impinge on our play space.</p> <p>We received two different forms of correspondence from asset services, one being a phone call, stating that we had been approved to have a change table put into a different area- the entry foyer. Clearly from that call, we asked them to reconsider. As we hadn't heard from them in months, I contacted our site facilities manager to chase up what decision had been made. In late October, we received an email stating that we could place our nappy change area in our storeroom. We also declined this, stating that storage was already in short supply. We then had not had any further correspondence from asset services until we received a letter late term 4, stating that as our child with additional toileting needs was off to school, they were not going ahead with the remodel and installation of the nappy change area. This was an incredibly frustrating and deflating for all of us, as we felt that we spent lots of time and energy putting together this proposal and that as a staff, we had worked with this child for five terms, setting up workable solutions to try and honour his dignity with nappy changes.</p> <p>Recommendations for 2013:</p> <p>This is a very important issue that needs to be addressed. With Regional leadership support, we will seek a waiver from our regulatory authority, as we do not meet the National Quality Standard and will seek further advice about next steps.</p> |

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| Standard/ Element 4.2.2 | Educators, coordinators and staff members work collaboratively and affirm, challenge, support and learn from each other to further develop their skills, to improve practice and relationships |
| Goal: | To review and rewrite our centre's site philosophy statement and staff code of conduct |
| Achievements 2012: | <p>A questionnaire was distributed to staff in week 4 of term 1. The questionnaire was focussed on philosophical beliefs around relationships, learning environments and how we believed children learn. We then attended a whole site training on site, with Gowrie training centre. We worked through a process (mainly discussions) around developing one document which represents our site philosophy. We also consulted our parents through governing council and newsletters and asked for any contributions. All gathered contributions were collated (week 8, term 1). A draft philosophy statement was written then presented and accepted at Staff meeting. The final draft was then presented to Governing Council on the 7th May 2012.</p> <p>Staff met during two staff meetings and created a code of conduct based on what we felt were appropriate and inappropriate behaviours. Our Code of Conduct was created and endorsed and signed by all members of staff in early term 2.</p> <p>Recommendations for 2013:</p> <p>Staff will review our site philosophy statement and code of conduct in term 1 2013</p> |

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| Standard/ Element 5.1.2 | Every child is able to engage with educators in meaningful, open interactions that supports the acquisitions of skills for life and learning. |
| Goal: | Develop effective and sustainable processes for implementing Individual Learning Plans (ILP's) which will enable staff to input staff engagement data, observations and conversations into plans. |
| Achievements 2012: | <p>This has also been addressed through element 1.2.1 as it is part of our Planning, assessment and Reporting cycle (PARC)</p> <p>Staff devised a termly proforma which identified term goals, which then then enabled staff to break goals down into Short term goals. Staff could also identify resources required, record observations and then input this into our programming cycle. Focus group activities were set up as a result of learning plan sharing. Literacy, numeracy, fine motor, gross motor and sensory groups and activities were set up to cater for the needs of individual children. We also used these learning plans to record conversations with parents/caregivers or other agencies. Information from staff engagement and child's interests through parental input and conversations/interactions with individual children were also recorded and used in conjunction with the ILP's.</p> <p>Recommendations for 2013:</p> |



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| Standard/ Element 6.2.2 | Current information is available to families about community services and resources to support parenting and family wellbeing. |
| Goal: | Create a 'Community Services Resource Kit', which will include current information on a range of community services, parenting, relationships and personal development information |
| Achievements 2012: | <p>Our Governing Council chairperson, Emma Fitzgerald has taken this project on throughout 2012. We invested funds into the acquisition of an iMac computer (for parents to share what was happening in our program and as an information sharing tool) and a Parenting SA pamphlet turnstile, containing a wide range of leaflets on a range of parenting issues. We decided to create a Community Corner as we were tight on space, so we used existing window space to create a notice board and small shelves to house books, folders and resources. Emma contacted local schools and health organisations and arranged for correspondence to be sent to us on a regular basis, which is then displayed in folders in the bookshelves. Emma also covered newly purchased books, which have been bookmarked to help update our library and make it more inviting and interesting for parents.</p> <p>Recommendations for 2013:</p> <p>Purchase materials to update parent borrowing library and continue gathering information from a range of services for the Community Services Resource Kit.</p> |

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|------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Standard/ Element 7.1.2 | The induction of educators , co-ordinators and staff members is comprehensive |
| Goal: | All teaching staff need to be trained in the use of the Early Years System |
| Achievements 2012: | <p>Currently we have three staff trained in the use of the Early Years system at our site. Not all teaching staff were trained in 2012 due to staff illness. We provided training to our additional ECW, Nic Wood.</p> <p>Recommendations for 2013:</p> <p>Updates provided for the use of EYS will be provided to staff as they become available. With the arrival of a new teacher in 2013, We have identified the need to update our induction folder for teaching staff/relief staff and volunteers.</p> |

Special Programs/Targeted students

Targeted students this year are children who have accessed support through the Preschool Support Program and the Bilingual Support Unit. This funding is integral to the success of eligible students and it's funding certainly has supported the students to achieve jointly identified goals and outcomes.

Children receiving additional preschool support funding have had Individual learning plans devised by a combination of the DECD disabilities coordinator, kindy staff, specialists, medical practitioners, specialist/support agencies and of course Parents/caregivers. The preschool support program operates through a referral process through Regional Intervention Services team at the DECD Adelaide Hills Regional Office. We experienced an increase in referrals to support services in 2012. Overall we have had children referred to Intervention services. Over 95% of our referrals have been in relation to Speech and language difficulties. Although not all referred children receive funded support, we still offered clustered group programs, targeting specific sound and articulation development with the use of our Early Intervention funding. We also conducted specific fine motor development groups with site funding. Staff have worked with DECD personnel, families and school staff to tailor specific programs to meet the individual needs of these children. Preschool Support Workers, Kylie Kleemann, Kathy Huxter and Nicole Wood have done a brilliant job in supporting the children accessing this program.

We have accessed funding through the Bilingual Support Program. We had two children access the program in 2012 (one in term 2 and one in term 4). This program has been run with Kathy Huxter as our Bilingual support worker. Kathy has worked to provide assistance for our bilingual enrolments with picture cues for translation, one to one support and cultural resource creation.

| Term | Number of preschool enrolments | % of children who received Funded Preschool Support |
|------|--------------------------------|-----------------------------------------------------|
| 1 | 49 | 10.2% |
| 2 | 63 | 3.2% |
| 3 | 63 | 6.4% |
| 4 | 61 | 8.2% |

Local Primary School Connections

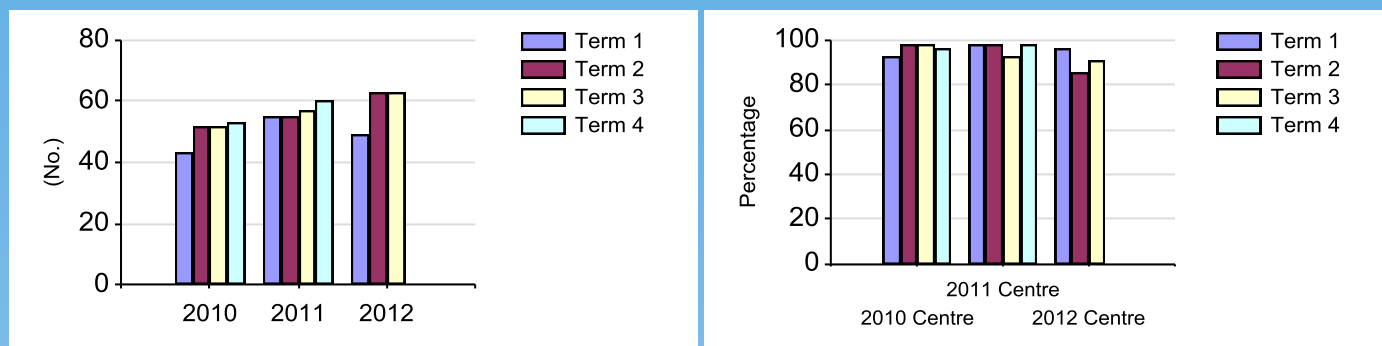
Throughout 2012, we have worked closely with Lobethal primary school, building our connections across sites. This year we accessed Lobethal Primary school's resources like never before. They were kind enough to allow us to visit them during our Friday Fun-day sessions in Term 2 and hold our end of year concerts and discos in their hall. We loved our regular visits from Mrs Simpson and Mr North. We plan to review our kindy-connect 10 point plan in 2013 to cater for the changes that the same first day brings.

We also spent harmony day with Lenswood Primary School, where they performed a range of wonderful short plays for us as well as playing outdoor games.

In term 4, we visited Mt Torrens primary school, which was a first for us as they usually come and visit us. It was lovely to share the literacy activities that they had prepared for our children and listen to their performance from their bell-ringers. We look forward to further strengthening our connections with our local feeder schools in 2013.



Data Analysis 2012



| Enrolment by Term | | | | |
|-------------------|--------|--------|--------|--------|
| Year | Term 1 | Term 2 | Term 3 | Term 4 |
| 2010 | 43 | 52 | 52 | 53 |
| 2011 | 55 | 55 | 57 | 60 |
| 2012 | 49 | 63 | 63 | |

Enrolments

- Increase in number of enrolments throughout the year, increasing each term. This is reflective of recent years at the Kindergarten.
- Term 2 and 3 enrolment numbers in 2012 of 63 children is the highest number of enrolments on record for more than the last 8 years.
- Increase in enrolment numbers from term 1 to term 2 of 2012 (49 to 63) represents the biggest term increase as a percentage – 22.2% of any term in the past three years.
- Enrolment numbers at the kindergarten are running very close to full capacity and projections forward suggest that capacity will be reached in future years.

Attendance

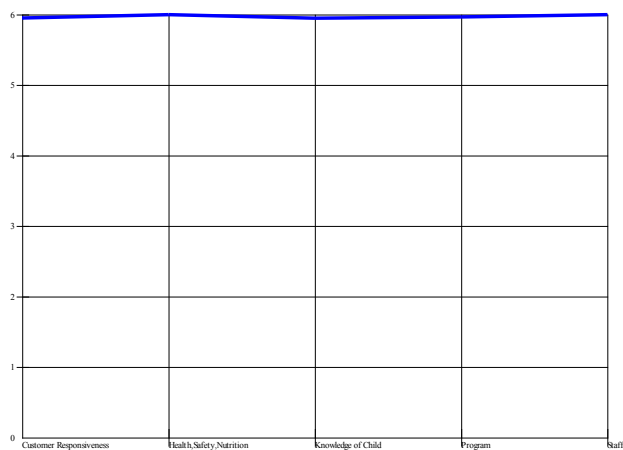
- The Term 2, 2012 attendance percentage of children at 85.7% is the lowest attendance percentage recorded for any term in the past three years, primarily due to illness and due to the Friday-Fun-day sessions not being accessed as regularly as regular sessions.
- Term 3, 2012 attendance percentage of children at 90.5% is the lowest attendance percentage in the past three years when comparing term three figures against the previous two years, again primarily due to illness.
- Term 1, 2012 attendance percentage of 95.9% was similar to term one average results for 2010, 2011 and 2012.
- The attendance percentage for term 2 in 2012 was the only term in the past three years that the attendance percentage at Lobethal Kindergarten (85.7%) was below the State Attendance average for term 2 in 2012 (85.9%).
- In term 2 in 2012, the attendance percentage of 85.7% is the only term in the past three years that the attendance percentage has dropped below 90% at the Lobethal Kindergarten (introduction of 15 hours)

| Feeder Schools | | | | |
|---------------------------------------------|-----------|------|------|-------|
| Site number - Name | Type | 2010 | 2011 | 2012 |
| 0107 - Crafers Primary School | Govt. | | | 1.9 |
| 0136 - Lenswood Primary School | Govt. | 15.3 | 7.0 | 9.4 |
| 0204 - Kersbrook Primary School | Govt. | 3.8 | 2.0 | 1.9 |
| 0227 - Lobethal Primary School | Govt. | 38.4 | 36.0 | 34.0 |
| 0296 - Mount Torrens Primary School | Govt. | 15.3 | 5.0 | 7.5 |
| 0495 - Woodside Primary School | Govt. | 1.9 | | 1.9 |
| 0547 - Birdwood Primary School | Govt. | 1.9 | 7.0 | 1.9 |
| 1051 - Ridgehaven Primary School | Govt. | | | 1.9 |
| 8007 - The Hills Christian Community School | Non-Govt. | 3.8 | 5.0 | 5.7 |
| 8311 - St Aloysius College | Non-Govt. | | | 1.9 |
| 9100 - Lobethal Lutheran School | Non-Govt. | 15.3 | 23.0 | 22.6 |
| 9104 - Spring Head Trinity Lutheran PS | Non-Govt. | 3.8 | 14.0 | 9.4 |
| Total | | 99.5 | 99.0 | 100.0 |

Feeder School Percentage Data

- Lobethal Primary School received the highest percentage of students that enrolled at a Primary school from Lobethal Kindergarten – 34%. Lobethal Primary school has been the number one feeder school for the past three years.
- Lobethal Lutheran received the second highest percentage of students from Lobethal Kindergarten – 22%. This is the second consecutive year that Lobethal Lutheran has received the second highest number of students from Lobethal Kindergarten.
- 60.4% of children enrolled in DECD Primary schools from Lobethal Kindergarten in 2012 – this was an increase from 57% in 2011.
- 39.6% of children enrolled in Private schools from Lobethal Kindergarten in 2012 – this was a decrease from 42% in 2011

Scale Score Summary



Conclusion

Hopefully through reading this report, it is evident that we have had challenging but extremely productive and rewarding year. Continuity of staff has been the biggest issue for us. There were times when I wasn't sure who we would get to come to kindy as we had staff on leave through sickness, but luckily for us, we have a strong core unit. Janice has been the rock who has held the staff team together consistently throughout the year. Thanks so much Janice for your calm, informative and positive disposition. I know that all of the staff, families and children have appreciated seeing your face in what seemed at times, a sea of strangers. Thanks also to Nell, who was always reliable and flexible and simply adapted her life to meet the needs of our centre. Thanks so much for your dedication and happy-go-lucky attitude. Kathy, Nic and Kylie have been as supportive as ever, filling in gaps, smiling and loving the children as they go and always giving much, much more than they were ever paid for. Margot finished her 11 year tenure with us at the end of 2012. Although Margot's ill health did not allow her to end her career with the gusto she wished, she truly will be remembered as a kind, caring and loving educator who gave her all to the children and families of Lobethal Community Kindergarten.

Thanks to our friends at Lobethal Primary School for sharing with us your resources and for connecting with us through Friday Fun Days, Discos, Concerts and visits. We love the close relationship we have and look forward to it deepening further in 2013.

Thanks also to our Governing Council who led by Emma Fitzgerald, supported our kindy in so many ways. Your support was appreciated by us all.

Thanks also to our two finance whizzes, who help us run a tight, well oiled ship. Thanks to our amazing finance officer, Karyn Hicks from Torrens Valley Children's Centre and to Haylie Fox, our ever efficient treasurer.

To the amazing children of Lobethal Kindy who inspire us each and every day. Thanks for sharing with us your innocence, sense of wonder, joy and fun. You all truly teach us so, so much about the true meaning of life, love and learning.

Lee Munn

Throughout 2012, we have asked parents leaving kindy to complete a Parent Opinion Survey. This survey gives us feedback from parents in relation to our program, staff, health, safety and nutrition, knowledge of the child and customer responsiveness. We have had excellent responses across all areas which indicates a high level of parent satisfaction in regards to the aforementioned areas. The area that parents indicated as an area of issue was that there wasn't enough information available on community resources. This indicates that although we have set up our Community Corner, we may need to continuously remind parents and promote it's use. As a staff team, we are all very proud of the feedback we have received from our parent community and would like to thank participating parents for taking the time to complete these surveys.

Response by Category

