

Lobethal Community Kindergarten

Annual Report 2013

Preschool number: 4630



“Tell me and I forget. Teach me and I remember. Involve me and I learn.”

Benjamin Franklin



**Growing and Learning
Together!**



Government of South Australia
Department for Education and
Child Development

2013 was an extraordinary year in fact, it was a once in a lifetime year. Having our children transitioning between the “old” system of children leaving kindy each term to commence school, and the “new” same first day system where no new enrolments entered the kindy throughout the year was certainly a different system that took some adjusting. As our children left for school we saw our numbers decline, which meant that we had to adjust our staffing and create changes to our structures that supported high attendance levels.

Throughout this report, I will report on the different changes we made and the effectiveness of these changes. I will also provide recommendations for future planning to be considered in 2014.

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

2013 Staff

2013 Staff Members	Role
Lee Munn	Director 1.0
Genevieve Mudge	Teacher 1.0
Nell Ward	Universal Access Teacher Terms 1 & 2- 0.2, Terms 3 & 4 TRT, Acting Director weeks 7,8, 9 Term 4
Janice Jenkin	Early Childhood Worker, Administration Assistant
Nicole Wood	Early Childhood Worker, Preschool Support Worker, Lunch Care Provider
Joan Curtis	Early Childhood Worker Terms 3 & 4
Kylie Kleemann	Early Childhood Worker, Lunch Care provider, Preschool Support worker

Unlike previous years, our staff team for 2013 was extremely settled. We had a new full time teacher placed at our site on a 1 year tenure and although we knew that a one year tenure wasn’t ideal compared to a 10 year tenure, we were all happy with the prospect of having continuity in our staffing over the year.

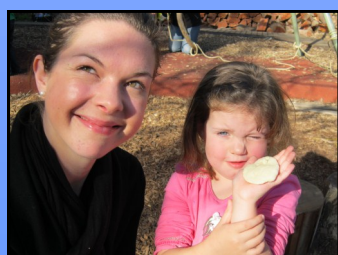
At the commencement of the year we had Genevieve Mudge join our team.

Genevieve transitioned beautifully into our kindergarten and worked exceptionally hard to ensure that we were improving our practice and learning environments. Genevieve brought with her many skills and her passion for Steiner education was shared with the staff team. Nell Ward continued to be our 0.2 Universal Access teacher, providing additional teaching (1 day per week) to support the implementation of the UA 15 hours. Nell, as always, contributes far more hours than she ever gets paid for. She attended staff meetings, closure days and always goes above and beyond her role.

Janice Jenkin provided invaluable support to me as a leader. She provided administrative support, particularly with the use of the Early years System (EYS). She worked on the floor with the children at every available opportunity and facilitated many amazing projects with the children and staff. She is an integral member of our kindergarten team and community. Janice successfully completed her Certificate 3 in Children’s Services in 2013 and we are all extremely proud of her dedication and efforts in doing so.

Nicole Wood (Nic) worked with us throughout the year as our Early Childhood Worker, Preschool Support assistant and provided lunch care. Nic’s love for early childhood education is constant and she too, gave an unbelievable amount of unpaid hours to our kindy. Her blog writing skills are exceptional and she has been the driving force of our website’s success.

Kylie Kleemann provided lunch care on Wednesday and always brought with her a genuine love of children and early childhood education. She provided a spark of energy and humour into our kindy. She was always eagerly awaited by all the children and staff for the joy she would bring. Kylie also worked many unpaid hours, in fact the majority of her time worked with us was voluntary, which is an exceptional feat, given that she is highly regarded as an SSO and works all of her other hours at Lenswood Primary School. Kylie also completed her Certificate 3 in Children’s Services.



Staffing Continued....

Half way through term 2, we were approached by DECD HR to see if we could accommodate an extra ECW as we had high numbers and they needed a temporary placement filled. We were lucky enough to have Joan Curtis come and join our staff team. She was certainly thrown in the thick of it as her first day was during outdoor kindy week! Joan's placement with us was extremely successful. She provided a extra pair of hands and became a valuable member of our staff team. She attended out of hours meetings and contributed to system processes and procedures.

Haylie Fox took over the role as finance officer in term 1, replacing our long standing Finance Officer, Karyn Hicks. Haylie was previously our treasurer for the past few years, so slipped into the role with ease. Haylie and Karyn worked together and to support Haylie's transition to the role. I would like to thank Karyn for her support and thank Haylie for her many unpaid hours and the extra training and dedication she has shown in learning the role. Her support to me, as the director has been wonderful.

Over terms 1 and 2, we had Kiri Dolman do her teacher practicum with us. Kiri was a second year early childhood teaching student. Kiri worked with us over the course of two terms and was a wonderful addition to our staff team. Kiri took up the challenge of doing her large teaching block during outdoor kindy week and was an eager participant in whole group learning experiences and staff training.

Our staff team for 2013 has been nothing short of exceptional. Their love of children, passion for learning and willingness and commitment to accept personal and group challenges and change in the quest of improvement has been astounding. On behalf of the children and families at Lobethal Kindergarten I would like to say that we all appreciate your willingness to go above and beyond the call of duty.....thank you, thank you, thank you!



Taking our learning to new places.....

A focus of 2013 was to finally get our kindy website up and running. We wanted a quality site that could be easily maintained and managed by our own staff. It took us a term to design and build the site with the support and guidance of Jacqui Munn and the end product was brilliant! One of the greatest things about the site was that we saw it as a wonderful forum to share the learning that happens in at our kindy with parents, families, community and other staff and colleagues from Australia and internationally.. With this, our kindy blog was born. Nic Wood was instrumental in creating and writing the blog posts. She helped us all learn the art of being a successful blogger. Nic took charge of the Outdoor Kindy Blog. Each night she would stay up for hours and hours uploading pics and telling a story of the daily events. We were blown away with the responses on each blog posts. Lots from our Parents and also a surprising amount from local educators (which resulted in site visits) and also from educators near and far. We received feedback and questions from our local and SA colleagues as well as from educators in the US, Germany and Canada. The biggest highlight to come out of our posts was indeed when we won the Inspired EC Unwrapping conference competition for our outdoor kindy blog and outdoor kindy learning program. The prize included two tickets and accommodation to the two day event in Shoal Bay NSW. As a close knit staff team, we all wanted to experience this conference together, knowing that the experience of travelling and experiencing time away together is priceless and invaluable. It was agreed by staff and our Governing Council that teaching staff would cover their own airfares and kindy would cover the costs of the 3 additional conference registrations and airfares for our ECWs (Total cost: 2x return flights :\$756.00 and conference registration: \$900 = \$1,656.00) So, we embarked on a weekend of learning, challenge and fun. The conference certainly made us look differently at some of our current practices and reaffirmed other aspects. All in all, it definitely changed us as educators, challenging our thinking and actions and helping us create a cohesive staff team.



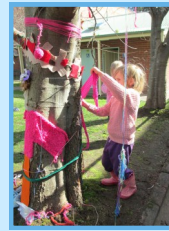
Term 1



Term 2



Term 3



Term 4



School and Community Connections

As a kindergarten we see our connections with our local feeder schools, families and our community as an integral part of us identifying our culture, identity and sense of belonging. Knowing that we are connected to the wider community and world is an integral part of this learning. Here are some highlights of our school and community connections in 2013...



Harmony Day/ Kite Flying at Lobethal Lutheran School



Mr North visit



Hush the possum visits with Amity's Mum



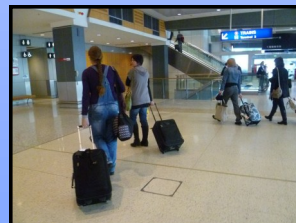
Milo Cricket



Winners of Inspired EC Unwrapping Competition for our Outdoor kindy experiences and blog-prize: A weekend conference in Shoal Bay (NSW) for two – all staff attended



Kindy Quiz Night 2013



Lobethal Christmas Pageant 2013



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 2013.

During the first half of 2013 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 changed fruit eating procedures which stopped the need for fruit choppers and with Joan Curtis being placed at kindy in terms 2,3 and 4, the need for the help rosters diminished. Our parents have been so supportive of our program by donating their time and resources to help with the recreation of our learning environments and outdoor kindy. We had parents donate logs for sitting and play, firewood and kindling, camping equipment, and really whatever else was asked for. We had an amazing amount of parents join into our outdoor kindy weeks and bush kindy experiences, sharing their skills and time with the children and staff.

These kind acts reaffirmed to us how much our parent community supports our learning program and values the roles of educators at our site. There are just so 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, attending special events— Mothers day evening and Dads night, participation on excursions, sharing skills with us, bringing in pets or special items, sharing cultural traditions and information, supporting children's learning by helping them perform home based tasks, e.g. Crunch Munch and Albert, and doing the laundry, donating recycled materials and cutting up collage materials.



Lobethal Kindergarten's Overarching Goal

To create a culture of learning that encourages strong connections within an emergent learning environment

2013 Focus

**Learning Environment
*Relationships
Intervention and Support

We began the year as a new staff team, looking at developing our own centre philosophy based around what we all knew and believed about children and how they learn. After having a pupil free day in Term 1, we formulated an overarching goal, which included 3 areas of focus (stated above). We used an emergent planning process to guide us through our journey, regularly monitoring and checking our progress along the way.



FOCUS AREA: LEARNING ENVIRONMENT

We made rapid changes to our learning environment in 2013. The changes made were physical and structural and were based around the needs of the children as learners. Changes were planned, implemented, reviewed and tweaked using the improvement cycle as a model. Our daily reflection process provided all staff with the opportunity to be responsive to the needs of our children within the learning environment provided. After attending the Adelaide Hills Region Early Childhood Conference, where we explored the environment as the third teacher with Lisa Burman, we conducted a site audit. We quickly realised that we needed to de-clutter our learning spaces—inside and out to enable the children to provide the colour, contrast and life to the environment. We disposed of the majority of our indoor furniture and purchased new furniture and materials that were made out of natural and recycled materials. We had new carpets and vinyl laid under the 2013 DECD Maintenance Funding Grant and chose earthy, clean tones. We replaced plastic adjuncts and toys with wood, rocks and other natural materials. Plastic home corner props were replaced with ceramics and glass. We decorated learning spaces with warm, earthy tones and removed all traces of bright visual clutter. We added mood lighting, spaces to snuggle and reflect and large open spaces for children to move and explore. The investment in the new natural styled furniture for the home corner and storage areas was certainly worth the expense (\$5,000). All staff noticed the quality of play improve and the care and respect for the environment was instantly evident. We noticed and documented an increase in children's oral language levels, through the increased use of nouns, verbs as well as with their use of expressive language in play. We reported less break-ages of equipment and more respect for the precious items that were provided. Staff documentations around the quality of play provided evidence that the children appeared to be more 'at home' at kindy and therefore more relaxed and happy. The play seemed to come more naturally to the children. We also changed and adjusted our daily structure and group times to reflect the flow and energy levels of the children. We provided an opportunity for children to exercise daily, either by going for a run or walk in the park next door. Our group times were less frequent and shortened and were viewed as an opportunity to come together to share and reflect on learning experiences. We provided calm, soothing and uplifting music for children at different times and stages of the day (based on the research of the "Move to Learn" program). We also provided a time for rest and relaxation, where children brought along their own personal comfort kits (pillow and blanket), which proved to be extremely effective. We used techniques such as deep breathing, storytelling, visualisation and music to help support high levels of rest and relaxation which was vital as the majority of children were attending up to 3 full days per week.



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FOCUS AREA- OUTDOOR LEARNING ENVIRONMENT:

The changes made to our outdoor learning environment were significant and truly changed the way we (staff and our community) view the value of outdoor learning. After changing our indoor environment, we embarked on a challenge to reconceptualise outdoor play. Much time was spent by staff discussing, debating, challenging and planning what we could do to strengthen the value of the outdoor learning environment and indeed, the levels of play, relationships and interactions outside of our kindy building. From this, the concept of OUTDOOR KINDY was developed. We posed the question...

"What would happen if we spent a week outside, where we removed all of the toys and only provided children with natural or recycled and repurposed materials, tools and equipment?"

After loads of planning and consultation with the children and their families, we held outdoor kindy week in Week 5 of term 2, 2013. Staff spent significant amounts of time carefully planning potential projects, purchasing and sourcing loose parts, hay bales, branches, logs, stumps, kindling and tools.

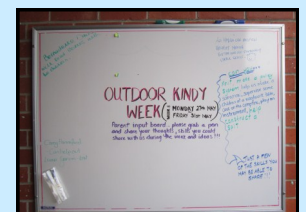
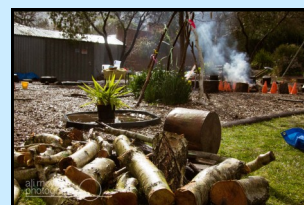
The minute outdoor kindy commenced we were instantly in awe and amazement in relation to the quality and level of the interactions; Interactions between children and the learning environment, interactions between children with their peers, with staff and with the resources provided. We saw children in a new light. We saw them as competent, trustworthy, innovative, industrious, curious, creative. We saw them as the teachers and educators here— they all taught us so much that we thought we already knew. They challenged our presumptions and reiterated to us the importance of emergence and quality learning environments and helped us to reflect on the true role of an educator in an early childhood setting. This quote comes to mind, when reflecting on the shared learning that occurred...

***"To trust Children we must first learn to trust ourselves....
and most of us were taught as children that we could not be trusted"*** **John Holt**



We truly did trust the children in our care. By providing an environment that provided risk, challenge, excitement, beauty, intrigue and nurture, our children blossomed. The levels of risk were addressed through analysis and risk assessment and risk benefits. Carefully planned staffing levels provided excellent educator to child ratios, which enabled deep engagement and interactions with children. In fact, in Outdoor kindy week, staff engagement data* levels rose by an average of 25% across each staff member over all outdoor kindy week experiences.

We also discovered that we still needed to provide opportunities for group times, sharing and structure. These moments were shared around the campfire and often involved songs, storytelling and cooking. Planned activities were left for activities that emerged from children's discoveries and ideas. Group experiences increased as children's sense of purpose intensified in their play. Play scenarios like the need to stop the kindy shed from potentially flooding in the rain, ensured everyone's help and participation! Playing with purpose, connecting with nature and embracing all of the seasons has been a highlight for all of us.



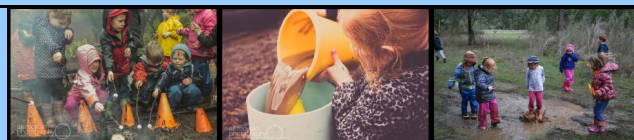
* Staff engagement data is a self scored rating from 0-4, based on the level of interaction and engagement each staff member had with each child each day.

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FOCUS AREA- OUTDOOR LEARNING ENVIRONMENT continued:

Participation from our families and communities in outdoor kindy week has been wonderful. Sharing time with our families during this experience enabled us all to share, discover and learn together. Kindy parents and their extended families helped and participated in so many ways. Cooking, knitting, providing and splitting timber, capturing unforgettable images through photography and film, playing and interacting with the children, reading and telling stories and providing children with weather appropriate gear. Without the support of our kindy families, outdoor kindy wouldn't have been as successful as it was. Our families played such an integral role in the success of outdoor kindy week, that we planned an excursion to the bush so we could experience bush kindy together. Our excursion to the Kuitpo forest was without a doubt, the most successful excursion we have ever experienced over the last 8 years. We had a record number of parents and extended family attend and the feedback from those who participated in the excursion was excellent. The natural extension of outdoor kindy to Rocky Creek Hut at Kuitpo forest, showed us how the children transferred their learning; knowledge, skills and respect from one learning environment to the other. We continued outdoor kindy week for the remaining two terms and loved the seasonal challenges that each week provided. We never did bring back any of the toys or structured climbing etc after our first outdoor kindy week. The children had learnt how to resource their own learning and never ever looked back! We have created a wonderful blog on our website which documented each day of the outdoor kindy experience. The feedback we have received from our families, community, colleagues, and international educators has been astounding. We also made a Class Movies DVD which tells our learning story through breathtaking footage and photos, which will be a lovely way to share our learning journey with future families, staff and our community. We surveyed our families in term 4 to gain feedback from our parent community in relation to the effectiveness of the outdoor learning program and to ascertain what the challenges and highlights have been from a parent perspective. Children were also asked to contribute to the survey. The questions asked were focused on children's personal growth, the challenges that arose for children, and the highlights/challenges families faced during outdoor kindy week. From the responses received, the feedback was extremely positive. Most noted a significant change in children's happiness and wellbeing, which reflected their happiness and desire to come to kindy each day. Here's some of the feedback received....

“ We decided to move from the city to the hills 2 years ago, mainly so our children could have a more balanced experience growing up. Outdoor kindy is exactly what we hoped for. We want our child to have a love and appreciation for nature and the outdoors, that many city children miss out on.”

Alana Weir-Parent

“ A highlight was definitely spending the day at outdoor kindy and seeing the incredible child-led initiatives, creativity and genuine learning experiences of all of the children”

Ali Moylan- Parent

“ I loved seeing Oscar use his imagination and physical skills for play, rather than being driven by objects/toys and being directed by the purpose of these toys for his play. He has grown in his physical confidence immensely! He never used to like hanging upside down, jumping from heights etc...but this has all changed in the last 3-6 months.”

Hilary Abel-Parent

RECOMMENDATIONS FOR 2014:

From the parent, child and community feedback received along staff reflection and engagement data, we will aim to continue our outdoor kindy learning journey with our new children, families and staff team. Early preparations and planning will help support action. Physical resource allocations need to be considered in providing sustainable infrastructure when creating the 2014 budget. Using the NRME to help us further develop and document our philosophy, wonderings and research projects will provide guidance, objectivity and help to create a strong, clear sense of purpose and direction.

*Staff engagement data is a self scored rating from 0-4, based on the level of interaction and engagement each staff member had with each child each day.

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2013 Focus

***Learning Environment**
***Relationships**
***Intervention and Support**

RELATIONSHIPS:

As a staff team, we believe that building strong relationships is key to creating successful, happy learners and indeed for a healthy and happy learning environment for all stakeholders. Building strong and genuine relationships at kindergarten takes time, effort and patience. Having this as a focus in 2013, enabled us to collect data on each child and to monitor our engagement and interactions through the use of our Staff engagement data* (see findings on previous page). We also used the RRR relationship scale as a basis to collect data. We adapted the scale to specifically enable us to focus on quality verbal interactions and non verbal communications.

We collected data in term 2, prior to our outdoor kindy week, and also collected data during outdoor kindy week. The results, whilst not surprising, solidified what we already predicted to be true. The smaller the staff to child ratios were, the higher the scores. Having more staff available for children, helps to build stronger relationships. This was evident for a number of reasons. The first being that when we provide smaller staff to child ratios, staff have less children to interact with and therefore can provide quality interactions (quality vs. quantity). Also, when more staff are available in one physical area, staff can engage deeper in a given activity as other staff can take on additional responsibilities to cover the educator engaged in play and interactions with children. As a result of these findings, we decided to preserve our staffing levels with children as best as we could for the remainder of the 2013 kindy year. We also were strategic in our rostering of staff into physical learning areas. Having two staff members outside and two inside to provide support and increase interactions proved to be extremely successful. As our enrolment numbers declined with children starting school, our interaction levels continued to increase, which once again supported the notion that our greatest investment in resourcing is indeed our staff.

Staff engagement data is a self scored rating from 0-4, based on the level of interaction and engagement each staff member had with each child each day.



RECOMMENDATIONS FOR 2014:

Continue to use the RRR– Respect, Reflect Relate resource to measure relationship levels and use the data to inform next steps. We also will continue the daily collection of staff engagement data and hold conversations relating to relationships in the daily reflection process. We will also consider physical and human resourcing and consider the staffing implications between environment and adult to child ratios and quality.

INTERVENTION & SUPPORT:

Having a focus on Intervention and support provided us with the opportunity to examine our current processes and recreate an improved model which linked into our QIP priorities (QA 1.1.2, QA 1.2.1).

To begin our revamp, we began by screening all children, not just children identified to be 'at risk'. This process required funding, so we employed Nell for two days in Term 1 to cover staff whilst they performed the screeners, using funds from our Literacy grant. Screeners used were prescriptive and the purpose was to identify areas of strength and areas for development. Through this, we also performed articulation screeners to help identify children and support the pre-referral process for DECD support services. These screeners only provided us with one form of data and evidence and were added to the current assessment for learning practices already in place.

We created an intervention and support process which documented children's needs and enabled us to plan and support each child's needs. This was shared with each parent through providing them a copy of the plan as well as through parent and staff meetings.

Intervention and support was added to staff meetings and planning meetings, which enabled us to all work and plan together as a staff team in the best interests of each individual child. Our intervention and support processes linked into the development of each child's Individual Learning Plans.

RECOMMENDATIONS FOR 2014:

To continue review our 2013 system and tweak and make changes relevant to the 2014 staff team. We will continue to gather evidence around children's individual needs through a range of processes, including screeners and observations and documentations– written and digital.


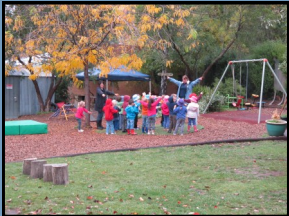
Lobethal Community Kindergarten's Quality Improvement Plan (QIP)

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 2013 we conducted a self assessment against the 7 quality areas and looked at recommendations from our 2012 annual report findings to steer the direction of our improvement plan.. 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 2013, noting future recommendations for planning in 2014. Please note that there will be overlap in findings between the emergent plan and priorities reported on in previous pages and the QIP as they are intertwined.

Standard/Element 1.1.5	Each child is supported to participate in the program
Goal:	To develop effective processes which enable staff to support each child to participate in the program offered.
Achievements 2013:	<p>Processes created to support each child to participate in the program have included:</p> <ul style="list-style-type: none"> • Daily Collection and analysis of staff engagement data • Changes to Daily and weekly programming, focussing on emergent and child initiated activities along with planning and documentation of daily programming and recording of children's voice through the use of floor books. • Daily staff reflections of children and their access to the program, linked in with challenges and interests • Creation of three distinct groups of children aligned to one teacher to manage, support and document information for input into the learning program and into each child's ILP. • Relationship focus (See page 10) • Changes to the learning environment– indoor and outdoor (see pages 8-9) • Create a intervention and support program for staff to follow to ensure that all children's needs are being addressed through the educational program • Perform developmental screeners for each child at kindy in term 1, then devise an individual Learning Plan for each child focussing on areas of interests, skills and challenge.



Lobethal Community Kindergarten's Quality Improvement Plan (QIP) Continued

Standard/Element 2.1.2	Each child's comfort is provided for and there are opportunities to meet each child's need for sleep, rest and relaxation
Goal:	<p>To Create a wide range of rest and relaxation opportunities which will provide each child the opportunity to incorporate rest and relaxation into their day</p> <p>To Create Rest and Relaxation packs</p>
Achievements 2013: 	<p>As a staff team, we spent a significant amount of time reviewing and reflecting on our program structure with a view of creating a more fluid approach to the full day. With this in mind, we carefully looked at how we set up our environment. We created more areas for rest and relaxation by providing comfortable areas for children to engage in quiet play or solitary activities. We looked at ways to create more of a calming environment. We added quiet and calming music and mood lighting to help create an atmosphere of calm. We purchased some CD's from the Move to Learn program and relaxation and visualisation recordings to help children engage in deeper rest at rest times.</p> <p>From the start of term 2, we asked each child to bring their own comfort kit with them to each kindy session. Children then accessed their own kits and could connect with home and their own belongs which helped to support greater levels of rest and relaxation. All staff noted a dramatic improvement in each child's ability to rest and relax at kindy. It has been decided that we will provide the comfort kits for all children in 2014.</p>
Standard/Element 2.2.2	Physical Activity is promoted through planned and spontaneous experiences for each child
Goal:	To provide planned physical activity experiences for each child everyday
Achievements 2013: 	<p>As a staff team we looked at our daily structure and realised that we needed to provide a structured time of exercise for each child each day. We noticed that some children were looking for extra challenge and opportunities to run and move. In looking at the day as a whole, we decided that we needed to provide a time each morning for 15-20 mins for a run in the park next door. We linked this learning with lots of body awareness opportunity, learning to stretch our muscles and cool down after running. Children engaged in a warm up in the kindy before heading over to the park to run or walk around the perimeter of the park. This activity then set children up for a calming group time before eating fruit. At the end of each day, week and term we reviewed our daily timetable structure, ensuring that children always had the opportunity to move and be physical.</p>
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 nappy change environment that protects the privacy and dignity of the
Achievements 2013:	<p>Unfortunately there has not been any change to the progress made in relation to getting or creating a nappy change environment. As it stands, we can't safely provide a safe nappy change area for our children if they require to have a nappy changed. It has been fortunate for our kindy staff that we have not had to change children in nappies in 2013. This has bought us more time to try and get facilities and support services on board to help support some progress in relation to adhering to the national regulations.</p>

Lobethal Community Kindergarten's Quality Improvement Plan (QIP) Continued

Standard/Element 4.2.2	Educators, co-ordinators 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 philosophy statement and staff code of conduct.
Achievements 2013:	<p>Throughout the year, staff have worked toward creating a philosophy statement that effectively represented the values, beliefs and philosophy of all stakeholders at our kindy. This process took time and required us to constantly consult and revisit and rewrite our statement in a way that was less wordy and more user friendly. We feel that we have done this. We will however, revisit, review and rewrite our philosophy statement again in 2014 to align with the 2014 staff team , children and families.</p> <p>Staff created and documented a code of conduct to ensure that we worked with integrity, professionalism and confidentiality at all times. All staff members were involved in the creation of this document and signed off on it's contents during our staff meeting in Term 1 2013. We will also revisit this in 2014 to once again align with the staff team of the day</p>

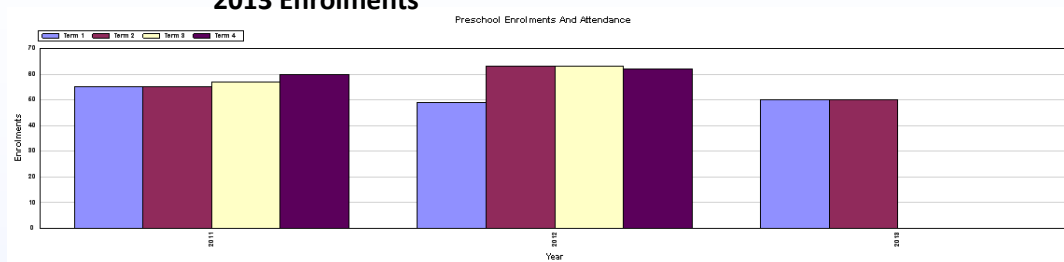
Standard/Element 5.1.2	Every child is able to engage with educators in meaningful , open interactions that support the acquisition of skills for life and learning.
Goal:	Develop effective and sustainable processes for implementing Individual Learning Plans (ILP's) which will enable staff to input staff engagement data, observations and conversations into plans
Achievements 2013:	<p>Staff worked together to create a all-in-one program journal where we documented all of the observations, staff engagement data and reflections into the one spot. By doing this, each child's needs were shared with all educators on site and all conversations and information was documented for staff to share and refer back to if needed.</p> <p>We created an individual learning Plan for each child which was devised and developed using data from screeners and our journal. These plans were sent home to parents in around week 6, then returned with feedback. All parents/caregivers were given the opportunity to discuss shared goals through a sharing meeting.</p> <p>Consideration was placed on enabling staff to be more available to children and therefore build strong relationships,</p>

Lobethal Community Kindergarten's Quality Improvement Plan (QIP) Continued

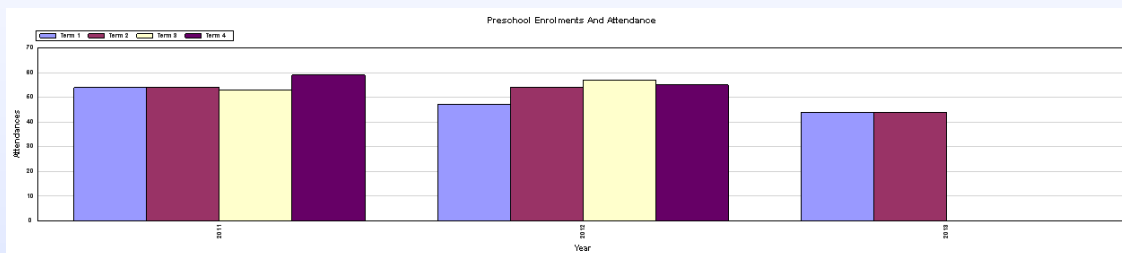
Standard/Element 5.1.1	Interactions with each child are warm, responsive and build trusting relationships.
Goal:	To create a shared understanding of what quality relationships look like in our setting in order to create an environment that promotes and nurtures such relationships
Achievements 2013:	<p>The majority of our work and research around quality learning environments and their effects on children's learning linked in to us creating an understanding of what quality relationships look like at our kindy. The majority of these findings can be found on Pages 7 through to 10. The development of our centre philosophy also assisted us in unpacking what we all felt individually and as a team, quality relationships are to us.</p> <p>Whilst we didn't create a policy on quality interactions which was stated on our QIP, we felt that we had significant documentation and research data to have a clear understanding. The creation of the policy will be a suggested priority for 2014.</p>
Standard/Element 6.3.4	The service builds relationships with their local community
Goal:	To promote and support the Lobethal Community Kindergarten's playgroup change of venue to Lobethal Primary School
Achievements 2013:	<p>Due to the introduction of the Universal access to preschools– 15 hours per week, it was decided after consultation with all stakeholders (families, parents, kindy staff and school staff) that the kindy playgroup needed to be relocated to the Lobethal Primary School's activity room. The main reason for the relocation was due to the times available for playgroup to access the facilities weren't appealing to those who use the service. Kindy and school staff met with parents and any other interested parties at a playgroup forum, where we discussed the future of playgroup. It was decided that the playgroup be relocated to the activity hall for the whole of 2013. Consultation and arrangements were made with the school and playgroup coordinators re logistical matters and kindy staff visited or were available to assist at any time. We had a representative on our Governing Council and also a representative on the School's Governing Council to enable connections and strong communication. This has worked well and all feedback received has been positive. Staff and stakeholders will reconvene in 2014 to discuss possible venue options for our playgroup with the 2014 model of preschool sessions available.</p>
Standard/Element 7.2.2	The performance of educators, co-ordinators and staff members is evaluated and staff members is evaluated and individual Development Plans (IDP's) are in place to support performance improvement.
Goal:	All staff to create IDP's, which are linked to our quality Improvement Plans and support performance improvement.
Achievements 2013: 	<p>All staff created their own individual IDP's after engaging in a whole group process during week zero 2013. We employed a TRT to release staff members, so staff could engage in meaningful conversations with the director and formulate ways in which IDP's goals can be supported on a systemic level. All staff engaged in these conversations and feedback received was that there were a wonderful opportunity for staff to really look ahead, be aspirational, think outside the square and challenge themselves in a supportive team environment. A major change to the IDP's in 2013, was the alignment of the QIP with the IDP's. As a result of these meetings, we saw our staff take on challenges which helped further support each individual staff member's IDP's. A great example of this was our website blog and Pizza, challenge and Chat nights, where staff presented topics of interest to other staff to help them gain understandings of differing educational theorists and philosophies.</p>

2013 PRESCHOOL DATA

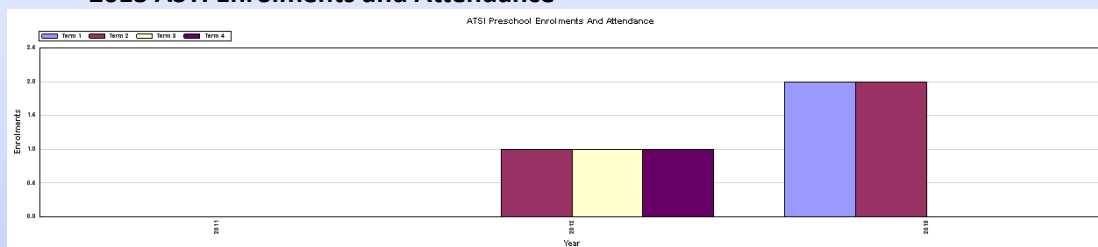
2013 Enrolments



2013 Attendance



2013 ASTI Enrolments and Attendance



2013 FEEDER SCHOOL DATA

Site	Type	2011	2012	2013
0547	Birdwood Primary School Govt	7.0	1.9	6.1
0204	Kersbrook Primary School Govt	2.0	1.9	
0136	Lenswood Primary School	7.0	9.4	12.1
0227	Lobethal Primary School	36.0	34.0	33.3
0296	Mt Torrens Primary School Govt	5.0	7.5	6.1
0107	Crafers Primary Schools Govt	1.9		
1051	Ridgehaven Primary School Govt	1.9		
0495	Woodside Primary School Govt	1.9		
9100	Lobethal Lutheran PS Non-Govt	23.0	22.6	27.3
9104	Spring Head Trinity Lutheran PS Non-Govt	14.0	9.4	6.1
8007	The Hills Christian Community School Non-Govt	5.0	5.7	3.0
8311	St Aloysius College Non- Govt	1.9		
9046	St Francis de Sales College Non-Govt		3.0	
9096	St Michaels Lutheran Primary School Non-Govt			3.0
Total		99.0	100	100

DATA ANALYSIS

Attendance data

Enrolments in first two terms of 2013 were lower by 16% compared to 2012 figure. The enrolment figure for terms 1 and 2 in 2013 are lowest on average for the period from term one of 2011 until term two of 2013.

Attendance percentages

Attendance percentage for 2013 enrolments was at 88.00% which is lower than the three year attendance average of 92.37%

The percentage for the first two terms of 2013 was below the three year average for Lobethal Kindergarten

The attendance percentage of 88.00% for term one and term two of 2013 is higher than the three year average for DECD attendance state wide.

The attendance percentage of 88.00% for term one and term two in 2013 is lower than the three year average for the Region.

ATSI Enrolments

Two enrolments is the highest number of ATSI enrolments during the past three years.

Feeder school data

57.6% of students enrolled in DECS primary schools in 2013, this was the lowest percentage of students enrolling in DECS schools in the three year period.

42.4% of students enrolled in Non-Govt schools, this was the highest percentage recorded in the three year period.

33.33% of students enrolled at Lobethal Primary school in 2013, the lowest percentage for any year during the past three years, and this figure has declined in all of the three previous years.

27.3% of students enrolled at Lobethal Lutheran School in 2013, the highest percentage for any year during the three years 2011-13

It is worthy of noting that feeder school data collected through the SPERS data report indicates the intended schools that families plan to send their child. This information is collected upon enrolment. Quite often, we find that families choose to send their children to different schools than what they indicated on their enrolment form, which is where this data is sourced from.



“Children the world over have a right to a childhood filled with beauty, joy, adventure, and companionship. They will grow toward ecological literacy if the soil they are nurtured in is rich with experience, love, and good examples.”

Alan Dyer, “A Sense of Adventure”



Lobethal Community Kindergarten Chairperson's Report 2013

2013 was an extremely exciting year for the Lobethal Community Kindergarten. It was a year of firsts and a year of great successes on so many levels - mostly due to the vibrancy, dedication and passion from the committed staff and governing council members.

Lobethal Kindergarten put itself on the map, with its exciting new initiative - outdoor Kindy Week. This brave and exciting program pushed the boundaries of teaching, learning and tested the limits of both teachers and students with astounding results. The interest in this program pricked up the ears of kindergartens and early learning facilities, locally, nationally & internationally. We are so privileged to have this world renowned program, right on our doorstep and our children really are blessed to be part of this amazing education facility.

The kindergarten cannot deliver a remarkable program for our children, without remarkable funds to facilitate it. With this in mind, each year, a large part of the governing council's role is to raise the extra funds needed, so children in our community have valuable experiences and the best education possible at our kindy.

In 2013 we undertook a sausage sizzle at Bunnings which proved to be very profitable, as well as an Easter raffle, milkshake stall, bakery drive, two, discounted wine runs, two more sausage sizzles, decorate your own biscuit at the spring fair stand and our biggest money earner the Lobethal Kindy Quiz night. The work involved with all of these tasks was supported by parents as we called upon them time and time again to donate good or their time to help out.

The quiz night was and always is the biggest task to orchestrate and behind the scenes the governing council members were visiting organisations, writing to businesses, collecting donations, wrapping prizes and pulling off the most profitable quiz night yet.

The funds raised by the council has allowed the kindy to lay new lawn and install a self-watering sprinkler system, upgrade some computers, install a new fence and gate for a larger yard and easier side access, finish the Claude Walk Board Walk and Liam Bleby memorial totem pole and buy a new wooden home corner and resources.

The kindy community (your kids) need pro-active parents to support the fantastic initiatives that the staff here have, to deliver another ground breaking program in 2014. So if you have a keen interest in your child's education, have a talent, semi-talent, are great with ideas - or none of the above - it doesn't really matter. The governing council is a great place to show your support for this awesome kindy and give something back to your community.

I would like to finish by saying a heart-felt thank you to the staff here, especially Lee Munn who has supported the council and dedicated countless hours of her own time to assist us with whatever we have needed - she constantly went above and beyond for us. I also want to say thank you to the governing Council members for the laughs, the wines, the good times and the support. You are all truly a bunch of selfless individuals who made work not feel like work at all.

I have loved my time as Chair of the Governing Council and I wish the newest team all the best. See Lee or any of the kindy staff if you are interested in joining the council. You won't regret it!

Thank you

Hilary Abel





CONCLUSION

Growing and learning together is our motto at Lobethal Community kindergarten and 2013 was certainly a testament to that phrase. Together, we embarked on a learning journey that changed the way we all approached life, learning, relationships, love and our environment. It is not often that you know that you are involved in something really special, something that has its own energy and momentum based on the group of community involved in it. That was essentially what our outdoor kindy learning experiences were all about. Having a group of educators willing to explore, question, challenge and commit to learning and looking through a new lens, which opened up a world of experiences that we never predicted or dreamt of. Our children's passion, led our learning and experiences. Their natural curiosity, sense of wonder and love for nature and our kindy steered our experiences and provided the energy and drive to keep exploring and challenging our thoughts, beliefs and ideals. Our kindy communities' unwavering support enabled us to take risks with our thinking and helped us to get this project rolling. Without the support shown by members of our parent community and our own regional and staff learning community, we know that we wouldn't have experienced the success that we did.

2013 was a tremendous year for our kindy, not only for the outdoor kindy learning and experiences, but for the way our kindy worked together in the quest of providing quality learning and teaching. We were committed to provide quality learning environments for our children and community and I am sure this report has shown evidence that we were extremely successful in achieving that goal. The help and support of our Governing Council was tremendous in 2013. Led by Hilary Abel, the Governing Council was extremely successful and supportive of our Quality Improvement Plan, educational program and priorities. They worked together to fundraise, promote and support our kindy in so many ways. It was certainly a great group to work with and be involved with. Nothing was ever too much to ask and their fundraising efforts broke all records for funds raised. Hats off to a wonderful and hard working group of parents.

I would like to conclude this report by thanking our wonderful staff team, committed and supportive parents and most importantly, our 2013 Lobethal Kindy students for providing the colour, movement and life in our learning environment. You are competent, creative, involved and powerful learners. Thanks for teaching us new things each and every day and for making us smile, learn and laugh in ways that no one else can - with absolute uninhibited JOY!

Lee Munn
Director