Kapunda Kindergarten

Annual Report 2015

Preschool Name: Kapunda Kindergarten
Preschool Number: 2633

Preschool Directors: Rebecca Conrick-Smith, Sarah McCarthy

President: Mandy Verco

Partnership: Goyder & Light
1. Site Context

- Kapunda Kindergarten provides a high quality Preschool and Occasional Care program for 2-5 year old children from the township of Kapunda and surrounds.
  - 1.0 Kindy – Two Directors 0.6/0.4, Two 0.5 Teachers, One 0.5 ECW
  - 0.3 Occasional Care Program – One Occasional Care Worker
  - 15 hours of preschool accessed as two full days each week and a half day fortnightly
  - Single intake enrolment policy implemented
  - 52 eligible pre-school enrolments
  - 42 Pre-entry children in term 4
  - ? hours Pre School Support per week
  - ? children with regular Occasional Care bookings
  - The Occasional Care program was well utilized throughout the year with 44 children accessing weekly or fortnightly bookings throughout the year.
  - Kapunda Primary main transition school

We would like to acknowledge that Kapunda Kindergarten is located on the traditional lands of the Ngadjuri people and pay our respects to the Elders both past, present and future for they hold the memories, the traditions, the culture and hopes of Indigenous Australia.
1.1 Community Context

- Kapunda was developed as a major mining settlement with a strong Celtic heritage. The town is situated on the fringe of the Barossa Valley and is a service town for the local agricultural community and families who have chosen a rural lifestyle.
- 82 kilometres north of Adelaide
- Moderate/low level of employment
- English is spoken in most homes
- Positive support from families involved with the centre
- Support for individual children on a needs basis
- Gradual increase in enrolments
- Regular access of local services
The 2015 Kindy year began early with the appointment of a new Director, which was shared between Rebecca Smith (0.6) and Sarah McCarthy (0.4). Both directors brought fresh ideas and perspective to our site, yet enabling them to spend time with their young families.

2015 saw our site begin with 50 children which meant that our Kindy could support 2 classes of children, each receiving 2 full days of learning each week and a half day each fortnight. Throughout the year this increased to 52 full time students.

The centre again also offered an Occasional Care Service to 26 families through a “priority of access” system. This was again well supported with many families on a waiting list to access this care. Our Kindy was a busy place in 2015, with many events and projects taking place around the centre to enhance the learning experiences for the children.

Within the outdoor environment, a major achievement this year has been the development of a “Food Farm” with many hours going into the planning, preparation and planting of the farm. It was great to see the fruits of the labour with the first fruits appearing on trees during the summer holidays. Thank you to the staff who initiated this project and to the parents that donated time and man power to make this project a success. We hope that it will be fruitful for many years to come. The children were exposed to many different experiences both in and out of the Kindy environment this year. A highlight of the year would have to be the excursion to the Adelaide Zoo. This trip almost didn’t go ahead as planned due to the high cost involved in transportation and entrance fees making the trip almost unaffordable. Thankfully we were able to fund this trip through donations and making adjustments in other areas of the budget. The children also visited a Patch Theatre Production of “The Moon is a Balloon” in Tanunda as well as several walking excursions around Kapunda.
The Kapunda Monthly Market canteen was again run by the Kindy, with Naomi Wood and Nikki Hindmarsh doing a fabulous job of ordering and selling products each month. Thankyou also to the parents that donated sandwiches, cakes and other food to be sold. Naomi has indicated that she will not continue in this role next year and we thank Naomi with the many years she has dedicated to this task. Nikki Hindmarsh will take over the reins as our market coordinator in 2016 and I’m she will do a fabulous job.

The Monthly market canteen has continued to be a successful fundraiser for our centre. In conjunction with this we again ran a successful Bake Sale in August, delivering morning tea plates to a record number of businesses in and around Kapunda and raising in excess of $1000. Thank you to Janet Hazel for her coordination of the event and to the many staff and parents who helped with taking orders, plating up food and delivering to businesses. This event is growing in popularity each year and we have developed a reputation of providing delicious home baked treats to our happy customers. Other fundraising 2015 events have included an obstacle-a-thon in Term 1, Christmas toy catalogues in Term 3 and the ongoing “Stuck on You” label fundraiser. All of these events have ensured that our Kindy can continued to be well resourced.

In November our district experienced a serious bushfire which affected some Kindy families and as a result our Kindy was closed for two days. The staff supported families during this time with literature to support parents in discussions with their children. This support will assist families in the months to come as the recovery process continues.
We have all watched our children flourish this year through the guidance, teaching and support of all of the staff of our Kindy and we are confident that our children have been given the best grounding in their education due to the time that they have spent at Kapunda Kindy.

In closing, I would like to extend thanks to my fellow Governing Council members for 2015 and on behalf of the Governing Council I would like to thank all of the staff of Kapunda Kindergarten for their dedication and hard work in 2015.

Mandy Verco
Kapunda Kindergarten Governing Council Chairperson 2015
3. 2015 Highlights

**Term 1**
- Pancake day
- Harmony Day
- Veggie garden
- Obstacle-a-thon
- Family interviews
- Kapunda Primary School Reception class visits to Kindy

**Term 2**
- Mother’s Day/Special Person’s morning tea
- Reconciliation Week with a visit from a local artist
- Science Week

**Term 3**
- Patch Theatre excursion
- Gymnastics session at KPS
- Visits to KPS and town walk
- Book Week Parade at KPS
  - Food Fam
- Father’s Day/ Special Persons breakfast
- Book Week celebrations at Kindy
  - Library visit
  - Family interviews

**Term 4**
- School transition visits
- Kapunda Show display
  - Library visit
- Christmas Tree display participation
- Adelaide Zoo excursion
- End of year family celebration
Philosophy and Values

Philosophy:
A statement we can use as a lens for decisions made for children.

‘In a supportive and nurturing environment every child is encouraged to explore, learn and develop’

Centre Values

Participation
Innovation
Engagement
Learning through play
< A succinct report on the key actions towards the priorities identified in the annual self-review and Quality Improvement Planning (QIP) processes, including achievements and next steps. >

<A report on how funding was used to support the familiarization of the Indicators of Preschool Literacy and Numeracy>

<table>
<thead>
<tr>
<th>Quality Area One</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Areas identified for improvement</td>
<td>Highlights / Achievements</td>
</tr>
<tr>
<td><strong>Reccomendations</strong></td>
<td></td>
</tr>
</tbody>
</table>
A Quality Improvement Plan was developed for the site 2015 based on self assessment against each of the seven Quality Areas and recommendations from the 2014 Quality Improvement Plan.

<table>
<thead>
<tr>
<th>Standard /element</th>
<th>Outcome</th>
<th>Actions</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Children’s Health and Safety</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.3.1</td>
<td>Staff member to position themselves SO THAT they can supervise both areas at the same time and that all children are adequately supervised.</td>
<td>Informing staff about supervising the children</td>
<td>• Staff more vigilant about supervision, particularly outside. Staff tagged each other with supervising indoor and outdoor areas. Often both staff were outside when the group of children moved outdoors. Staff positioned themselves in a spot where we could see most of the yard, stayed with the group of children, and moved around to check different areas. • Issues from lack of supervision have not arisen</td>
</tr>
<tr>
<td><strong>Physical Environment</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.2.1</td>
<td>The distance between the equipment and the ground be reduced by adding more soft-fall SO THAT if children were to fall from the equipment there would be adequate soft-fall</td>
<td>Buy in more soft-fall</td>
<td>Soft-fall purchased and distributed in September, 2012</td>
</tr>
<tr>
<td>3.2.2</td>
<td>All areas that have soft fall to be topped up SO THAT children have a soft landing if they were to fall from the equipment.</td>
<td>Buy in more soft-fall</td>
<td>“ ”</td>
</tr>
<tr>
<td><strong>Staffing Arrangements</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.2.1</td>
<td>To be provided with more non-contact time SO THAT weekly reflections can be made about children at kindy and other concerns can be noted.</td>
<td>Provide more of our time</td>
<td>• Staff engage in reflective discussions at the end of each day about individual children and the success or otherwise of different activities. • Notes are made in observation grid • Tuesday’s staff meetings are used to discuss issues in more detail</td>
</tr>
</tbody>
</table>
## 4. Quality Improvement Plan

### Collaborative Partnerships with Families and Communities

<table>
<thead>
<tr>
<th>6.1.1</th>
<th>All site policies are updated to the requirements of DECD SO THAT the kindy is compliant with the regulations.</th>
<th>The Director will download those that are already on the DECD web page and then download the new policies as they are developed</th>
<th>- All required site policies have been developed in consultation with Governing Council, and approved in line with NQS requirements.</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1.1</td>
<td>The current philosophy statement needs to be updated SO THAT the philosophy statement reflects the opinions of the children, community, and staff of 2012</td>
<td>In consultation with the Governing Council, staff, children and kindy community a new philosophy statement will be developed</td>
<td>- A revised philosophy statement has been discussed with staff and Governing Council members – we are working towards a single statement that governs decisions made for children.</td>
</tr>
</tbody>
</table>

### Leadership and Service Management

<table>
<thead>
<tr>
<th>7.1.2</th>
<th>All volunteers to the centre to be able to read an induction folder SO THAT all people working with children are aware of the requirements of them when they come into the centre.</th>
<th>ECW will adapt the induction folder to suit volunteers</th>
<th>- Induction folder has been developed, and used for two volunteers at the site. New policies to be included, and instructions for ECW’s and relief staff to be added.</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.2.1</td>
<td>The current philosophy statement needs to be updated SO THAT the philosophy statement reflects the opinions of the children, community, and staff of 2012</td>
<td>Consultation process will be held with GC, Children, Staff and families to determine the values of the centre</td>
<td>As above</td>
</tr>
<tr>
<td>7.2.2</td>
<td>Formal Professional development discussions will be conducted each term SO THAT all staff</td>
<td>Director will meet with ECW</td>
<td>- Melissa and Bethany to engage in a professional development conversation towards the end of this term, and share our plans and outcomes of our actions across the year.</td>
</tr>
<tr>
<td>7.3.2</td>
<td>Business manager is updated SO THAT the centre is compliant with all the regulations required for children’s and all work and use the centre’s safety.</td>
<td>Contact Moonta Area School and get the OHSW coordinator to help update the system</td>
<td>- Regular OHS&amp;W meetings have been conducted, all tasks addressed, and these have been entered onto Business Manager – all up to date until March 2013.</td>
</tr>
<tr>
<td>7.3.2</td>
<td>A Fire Warden is elected and then trained for the site SO THAT the site has a fire warden</td>
<td>Establish the responsibilities of a Fire Warden, then elect and train one of the staff</td>
<td>- Melissa has completed Fire Warden Safety training earlier in the year, and is our site’s representative.</td>
</tr>
<tr>
<td>7.3.5</td>
<td>All required policies to be updated SO THAT the centre is compliant with the regulations.</td>
<td>Director to download the policies from the web site and then badge them for the kindy and send to ICT to put these up on the kindy web site.</td>
<td>As above</td>
</tr>
</tbody>
</table>
4. Quality Improvement Plan
Children’s emotional wellbeing was measured by staff each term using Ferre Laevers traffic light scale.

Early Intervention funding in 2015 was used to support children identified as orange or red in areas such as developing relationships, social skills, group entry skills, confidence or strategies to cope with separation anxiety. Collecting this data will continue in 2016. Children that are flagged as being in the red or orange groups are then given extra support to help them develop the social skills needed for every day life.
5. Intervention and Support Programs

- Preschool Support and Early Intervention funding was used to deliver programs provided by DECD speech pathologists and those developed by centre staff.
  - ? hours of Preschool Support was provided each week for ? children in term one.
  - 15 ½ hours of Preschool Support were provided each week for 16 children in term two.
  - ? hours of Preschool Support was provided each week for ? children in term three.
  - ? hours of Preschool Support was provided each week for ? children in term four.
- ?? children accessed Early Intervention program
- Language screens were completed for all children and used to inform Individual Learning Plans in term 1.
6.1 Enrolments

There was an increase in Preschool enrolments for 2015. Throughout the year there was some movement of children in and out but numbers remained stable.

![Figure 1: Enrolments by Term](image)

Table 1: Enrolments by Term

<table>
<thead>
<tr>
<th>Year</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>35</td>
<td>41</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td>40</td>
<td>41</td>
<td>41</td>
<td>40</td>
</tr>
<tr>
<td>2015</td>
<td>50</td>
<td>50</td>
<td>52</td>
<td></td>
</tr>
</tbody>
</table>

Based on person counts in the two week reference period each term. Excludes pre-entry.

Source: Preschool Data Collection, Data Management and Information Systems

Enrolment for Term 3 and Term 4 for 2013 for preschools was not be reported due to the transition to the Same First Day enrolment policy for preschools creating a break in series.
6.2 Attendance

Attendance was consistent throughout the year and was again above the State Average. Some families choose to access less than 15 hours per week.

Table 2: Attendance Percentages 2013 - 2015

<table>
<thead>
<tr>
<th>Year</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013 Centre</td>
<td>91.4</td>
<td>92.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014 Centre</td>
<td>90.0</td>
<td>90.2</td>
<td>90.2</td>
<td>90.0</td>
</tr>
<tr>
<td>2015 Centre</td>
<td>92.0</td>
<td>90.0</td>
<td>90.4</td>
<td></td>
</tr>
<tr>
<td>2013 State</td>
<td>88.7</td>
<td>88.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014 State</td>
<td>90.0</td>
<td>88.9</td>
<td>86.1</td>
<td>87.1</td>
</tr>
<tr>
<td>2015 State</td>
<td>90.5</td>
<td>88.5</td>
<td>86.3</td>
<td></td>
</tr>
</tbody>
</table>

Based on attendances recorded in the two week reference period each term, and calculated to an average unadjusted daily attendance (deemed attendance). Attendance percentages are based on the calculated deemed attendance (integer), divided by the number of enrolments. Excludes pre-entry

Note: Figures have been revised for previous years, using integer deemed attendance not decimal.

Source: Preschool Data Collection, Data Management and Information Systems
6.3 Destinations—feeder schools

The majority of children transitioned to Kapunda Primary School. A small number went to neighbouring schools, reflecting the intake of children from surrounding towns.

Table 3: Feeder School Percentage Data 2013 - 2015

<table>
<thead>
<tr>
<th>Feeder Schools</th>
<th>Type</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>0160 - Greenock Primary School</td>
<td>Govt.</td>
<td>2.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0200 - Kapunda Primary School</td>
<td>Govt.</td>
<td>96.2</td>
<td>86.5</td>
<td>86.0</td>
</tr>
<tr>
<td>0223 - Light Pass Primary School</td>
<td>Govt.</td>
<td>2.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0430 - Tarlee Primary School</td>
<td>Govt.</td>
<td>2.7</td>
<td>2.0</td>
<td></td>
</tr>
<tr>
<td>9099 - Redeemer Lutheran School</td>
<td>Non-Govt.</td>
<td>3.9</td>
<td>8.1</td>
<td>10.0</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>100.1</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Based on the percent of children currently enrolled who will attend school in the following year, where the expected school is known. Due to rounding totals may not add up to 100%.

Source: Term 3 Preschool Data Collection, Data Management and Information Systems
7. PARENT OPINION SURVEY

100% of responses agreed or strongly agreed that Kapunda Kindergarten provides high quality teaching and learning.
7. PARENT OPINION SURVEY

Parent Opinion - Relationships and Communication

Parent Opinion - Leadership and Decision Making
Site leaders are responsible for ensuring their sites comply with the DECD Relevant History Screening verification responsibilities.

- We have established a Relevant History Clearance Register to ensure all people engaging with the site, including Governing Council, meet the screening and suitability requirements of the DECD policy.
- All staff, including relief staff, are asked to provide a copy of their teacher registration approved or DCSI Relevant History Clearance. Approval and expiry dates are noted on our Register and a copy placed in their site file.
- Governing Council members, the cleaner and gardener are asked to apply for and/or provide a copy of their DCSI Relevant History Clearance approval. Expiry dates are recorded and a copy is kept with the site register.
- We verify the identity of first time visiting DECD or Women’s and Children’s Health Network employees, asking to see an employee provided name badge and drivers licence. Verification is noted next to their name in the site’s sign in book and covers future visits.
## 9. Financial Statement

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Grants: State</td>
<td>$330,527.93</td>
</tr>
<tr>
<td>2 Grants: Commonwealth</td>
<td>-</td>
</tr>
<tr>
<td>3 Parent Contributions</td>
<td>$15,869</td>
</tr>
<tr>
<td>4 Other</td>
<td></td>
</tr>
</tbody>
</table>

Please see attached End of Year Profit and Loss Statement
Thank you for your support during 2015

Kapunda Kindergarten