“A Place Where Children Grow”

Tailem Bend Kindergarten

Annual Report 2013
Context

Preschool Name: Tailem Bend Kindergarten  Pre-school Number: 6554

Preschool Director: Shirley Hartman  Region: Murray Mallee

Tailem Bend Kindergarten and Occasional Care is a Centre that is located in the small rural township of Tailem Bend which is situated on the Murray River approximately 100 kilometers from Adelaide. The Centre operates quality Early Childhood Education Programs for Children and families in the community including: Preschool, Transition, Pre-entry (negotiated with parents), Occasional Care, Playgroup and Porlar Kungan Tungawalun (Aboriginal Playgroup).

The Kindergarten is situated in a small rural Community with a population of approximately 1,400 people. Tourism, small business and agriculture (pig farming, dairying and grain growing) are the main source of employment and a number of families travel to the nearby towns for employment. The community consists of mainly European cultures, with a small number of Aboriginal families.

There is a strong community participation level which involves parents, local schools from Tailem Bend and Jervois, local businesses, council and service groups: This high level participation from all community stakeholders enables strong fundraising opportunities which contribute to the improvement of facilities and the development of the outdoor learning environment. The main focus of fundraising was to have a new shade structure erected over our sandpit. The Kindergarten was successful in gaining a Community Grant funding from the Tailem Bend Rotary Club of $2000.

In term 1 2013, week 10 on the Wednesday 3rd April, the Kindergarten rating and assessment day for the National Quality Standards Reform Agenda took place. The Kindergarten staff, families and wider community worked hard embedding quality systems, processes and practices in preparation for this day. Working bees, Pupil Free Days, extra staff meetings, late nights and support from the Early Childhood Consultant leading up to the assessment day. After a very anxious waiting time we finally received the draft report and we were proud to announce to the community that we had received the overall rating of Exceeding National Quality Standards Rating.
### Quality Improvement Plan – 2013 Progress Notes

<table>
<thead>
<tr>
<th>QA</th>
<th>Outcome/Goal</th>
<th>Progress</th>
<th>Current Action Required</th>
<th>Future Directions 2014</th>
</tr>
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</table>
| 1.1.1 | *Parent & Community participation in program & planning using EYLF.         | *QIP developed & includes EYLF programming & parent participation.  
*QIP completed and submitted to ACECQA  
*Community folder using EYLF outcomes has been developed and displayed in parent information centre.  
*Programming & Planning includes EYLF outcomes.  
*Child Assessment sheets have been reviewed & updated.  
*Pre-school support worker has time allocated with the Director to review individual children’s speech programs.  
*Share our Learning days with families are included in the program. | *Regular review of QIP & Progress Notes maintained  
*Staff requires training in EYLF & Respect, Respect, Relate (RRR).  
*Child perception surveys to be developed and linked to the program.  
*Program to be placed on the interactive white board. | *Maintain QIP and work on future directions.  
*Staff to attend training & development in EYLF & RRR.  
*Staff to implement RRR observations regularly in the Kindergarten.  
*Child perception surveys developed and information is collated and used in programming & planning.  
*Continue with Share our Learning days to provide opportunities for parent feedback. |
| 1.1.2 | *Program is inclusive of the cultural needs and diversity of the community. | *Parent/Community sign in folder developed.  
*Aboriginal programs are included in the programming.  
*Some Aboriginal resources have been purchased.  
*Recognition of rural community is in the program, excursions happening within the local community.  
*Community folder developed. | *Develop questionnaires for families  
*Continue with Aboriginal programs  
*Purchase more Aboriginal resources | *Questionnaires to be developed and sent home to families.  
*Seek funding to purchase more Aboriginal resources.  
*Investigate other Aboriginal programs within our community that we can access. |
| 1.1.3 | *Program is inclusive of EYLF outcomes                                       | *Programming format has been reviewed and includes EYLF outcomes  
*Evaluation of fortnightly program occurs regularly. | *Further links to NQS Quality Areas. | *Continue to reflect & review program |
| 1.1.4 | *Families given opportunities to provide feedback on program and learning portfolios.* | *Sharing our Learning days in place twice a year and questionnaires are given to families to complete on the day.*  
*Parent voice linked to program.*  
*Currently ILPs are developed for each child.* | *Staff analysis and review of feedback sheets.*  
*Develop further strategies to include parent voice into the learning program.*  
*Include parent input in ILPs.* | *Continue with sharing our learning days throughout the year and rigorously analyse feedback sheets to use for future planning.*  
*Also include special person’s day in the term planner.* |
| 1.1.5 | *Opportunities are provided for each child to participate in the program.* | *Staff members have focus children each fortnight.*  
*Staff meetings have an agenda item, which specifically targets progress of individual children.*  
*Referrals are being used to address individual children’s needs.*  
*All children have ILPs: format of ILPs has been reviewed and changes made.*  
*Community services available for parents are displayed and information given to families to meet the child’s health and wellbeing needs.*  
*Cabinets have been built for the parent information Centre to enable easy access to agency information.* | *Continue working with focus group Children to cater for their individual needs.* | *Continue working with support services re individual children’s needs.*  
*Continue to work with other community agencies which will support the families at our Kindergarten.*  
*Develop a rigorous approach to the implementation and analysis of RRR Observation Data.* |
| 1.2.1 | EYLF to be incorporated in all assessment documents. | *Learning story proforma has been reviewed and developed and links made to EYLF.* | *All forms of Assessment need to link to EYLF & NQS*  
*Newsletter articles about curriculum to include EYLF outcomes more regularly.* | *Investigate a process for sending home portfolios to parents to receive feedback more regularly.*  
*Children’s voice needs to be included in staff meeting proforma and then linked to curriculum planning & programming.* |
| 1.2.2 | Children’s voice is included in the Curriculum | *Children’s voice section is included in the planning & programming*  
*Photos of group times have been displayed, spontaneous learning experiences recorded.* | *Anecdotal recording sheets need to be developed.*  
*Proformas developed to record children’s ideas and interest.*  
*Recordings of group times through photos and teacher observations need to be* | *Recording sheets need to be developed*  
*Children’s wonderings tree needs to be used more effectively.*  
*Explore the possibility of implementing the use of floor books.* |
| 1.2.3 | To ensure that reflection, assessment and evaluation of Children’s learning is an ongoing and sustainable process. | *Staff reflection proforma reviewed and developed  
*Assessment, review and data collection cycle for children’s assessment and reporting has been developed. | *Review Assessment Cycle document.  
*Display Assessment and Review cycle poster. | **Proforma on each table of activities to record children’s participation**  
*Staff to utilise RRR observation tools more effectively  
*Staff to attend RRR training. |
| 2.1.1 | To improve our health practices within the Kindergarten | *First Aid & nappy change procedures have been reviewed and developed  
*Children’s health plans have been updated & accessible for staff.  
*Posters displayed re appropriate health practises  
*Policies reviewed and displayed about health practices.  
*Staff emergency bags have been established. | *Keep reviewing all documentation before due dates. | **Resource appropriate information from relevant organisations ie: asthma foundation for display and information for staff.  
*Appropriate training needs to continue  
*Parent library needs to be more accessible to the parents. |
| 2.1.2 | *Development of documentation for policies, procedures and practises. | *Information on policies are displayed in the Kindergarten  
*Some policies & procedures have been developed. | *Continue reviews and updates of policies, procedures and guidelines. | **Policies & procedures will be ongoing and will be reviewed on a regular basis. |
| 2.1.3 | *Development of documentation such as policies, procedures and practises about effective hygiene practices. | *Posters displayed and information available to parents.  
*Staff model effective hygiene practices to children. | *Include Effective hygiene practices, procedures on Policy Review Schedule. | **Policies & procedures will be ongoing and will be reviewed on a regular basis. |
| 2.1.4 | *To review our snack time, lunch time procedures | *Snack time, lunch time procedures have been reviewed and currently new processes are being implemented | *Guiding parents towards correct lunch time and snack time procedures | **More education sessions for parents re healthy eating  
*Wipe out waste program  
*Continue with Opal Programs |
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<tr>
<th>Section</th>
<th>Objective</th>
<th>Achievements</th>
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| 2.2.1   | To promote healthy eating in our centre | *Information is in newsletters and displayed in the centre  
*Staff model healthy eating practices  
*Staff provide information to parents to regularly  
*Develop Parent Information Packs on Healthy Eating.  
*More education sessions for parents re healthy eating  
*Wipe out waste program  
*Continue with opal programs |
| 2.2.2   | Spontaneous and planned physical activity is documented on the program fortnightly | *Program includes a variety of planned physical activity but also guided by children’s interests outside.  
*More focussed planned activities re physical activity outside.  
*Research physical activity programs  
*Opal program  
*TBPS – access the gym  
*Develop a specific plan for physical activity to inform the program. |
| 2.3.1   | Children are adequately supervised at all times | *Inside/outside teacher roster has been developed.  
*New roster to be developed  
*New roster developed  
*Roles & responsibilities of inside and outside teacher: Designated tasks and organisational routines need to be defined. |
| 2.3.2   | Children are protected from harm and potential hazards | *Risk assessments are in place for excursions and activities.  
*Playground checks are in place and are completed daily.  
*Hazard checklist to be completed regularly.  
*Fire Warden training needs to be completed by fire warden  
*HSW action plan needs to be completed  
*Develop risk assessment for activities such as water play & woodwork.  
*HSW Action plan and time line needs to be complete. |
| 2.3.3   | Policies & procedures are in place to effectively manage incidents and emergencies. | *First Aid accident procedure is followed and reports are completed immediately  
*Parents receive and sign copies of First Aid Notifications.  
*Invacuation & evacuation procedures to be completed diligently in each term.  
*Evacuation & Invacuation policies reviewed. |
| 2.3.4   | All educators at the site are up to date with the requirements of abuse and neglect | *All staff have completed training in RAN  
*Child Protection Curriculum to be implemented regularly.  
*Embed child protection curriculum teaching strategies in program. |
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<th>3.1.1</th>
<th>To develop identified areas of the outdoor and indoor spaces, building, furniture, equipment, facilities and resources are suitable for their purpose</th>
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|       | *Platform area has been painted and non-slip mats are placed in ramp area.  
*New shad shelter has been erected over sandpit.  
*Sandpit has been developed to create a natural environment  
*Sand pit border has been defined  
*Rainwater tanks have been installed  
*Office space has been reorganised.  
*Storage cupboards for blocks have been purchased and now utilised  
*Native bush tucker garden has been developed  
*Gardening planter boxes upgraded and utilised  
*Bag area for the children is redeveloped  
*Chook shed to be erected.  
*Link new shed to learning program.  
*Develop suitable sustainable water saving devices for child access.  
*Purchase sand pit cover. |
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*New shad shelter has been erected over sandpit.  
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*Link new shed to learning program.  
*Develop suitable sustainable water saving devices for child access.  
*Purchase sand pit cover. |
|       | *Extend bike track  
*Fire pit area  
*Further storage needs to be identified and actioned.  
*Chook shed  
*Cubby house furniture  
*Purchase new furniture for inside  
*New shade shelter over playground area  
*Storage signage in shed need to be more structured.  
*Storage for archives. |

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<th>3.1.2</th>
<th>Hazard checklist process are completed regularly to ensure the safety of children and adults</th>
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|       | *Playground checklists are done regularly  
*Identification of potential hazards  
*Hazard identification to be included in staff reflection meeting on a regular basis  
*Hazard identification to be included on staff reflection proforma  
*OHS&W action plan needs to be updated. |

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<th>3.1.3</th>
<th>Identify areas in outdoor and indoor spaces are improved to provide access and flexibility for all children</th>
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|       | *Installed security mirror  
*Raised garden beds are covered and accessible for all children.  
*Working Bees to be organised to maintain existing garden areas.  
*Grape vine outdoor area is developed to encourage children to utilise the learning space. |

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<th>3.2.2</th>
<th>Learning stories reflect effective implementation of the outdoor / indoor program</th>
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|       | *Learning stories are currently developed through observations and photos.  
*IPads have been purchased for teacher and child use.  
*Collect, record anecdotal notes and take photos on IPads: Analyse data to develop quality learning stories.  
*Learning stories to be completed more regularly to capture continuous learning development. |

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<th>3.3.1</th>
<th>That programming and planning reflects sustainable practices and teaches children the importance of sustainability.</th>
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|       | *Recycling is going really well at the Kindy  
*Recycle paper, bottles & cans, cartons and plastics.  
*Single sided paper recycled  
*Parents take home fruit scraps for their chickens  
*Children are very conscious of recycling in the Kindy  
*Implementation of the wipe out waste program  
*Setting up the compost & worm farm  
*Chicken house included in program  
*A better system for the water in the sand pit. (44ltr drums, taps are too hard to turn off )  
*Containers provided on lunch tables for children to recycle. |
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<th>3.3.2</th>
<th><em>Children are aware of the importance of respecting the environment that we live in.</em></th>
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<tr>
<td></td>
<td><em>Bush tucker garden established and growing</em></td>
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<td><em>Gardening program, harvesting of vegetables</em></td>
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<td><em>Local Aboriginal Community involvement: Plants donated by Ngarrindjeri Regional Authority.</em></td>
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<td><em>Apply for available grants to put up signage for Aboriginal Bush Tucker Garden.</em></td>
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<td><em>Fish tank</em></td>
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<td></td>
<td><em>Chook yard</em></td>
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<td></td>
<td><em>Garden</em></td>
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<td></td>
<td><em>Ngarrindjeri culture</em></td>
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<td>4.1.1</td>
<td><em>That staff to child ratio is maintained at all times</em></td>
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<td><em>TRT register/folder is updated and we now have a few regular TRT’s</em></td>
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<td><em>Risk assessments are completed before excursions</em></td>
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<td><em>Staff qualifications and required information is displayed in sign in area</em></td>
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<td><em>TRT proforma of duties for the day developed.</em></td>
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<td><em>New roster needs to be developed for inside/outside teacher.</em></td>
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<td>4.2.1</td>
<td><em>Teacher Professional Standards guide staff roles and responsibilities and quality processes.</em></td>
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<td><em>Staff effectively use EYLF and Educators Guide in programming and planning</em></td>
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<td><em>Staff are guided in their work using the National Quality Standards</em></td>
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<td></td>
<td><em>Staff have become familiar with teacher professional standards</em></td>
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<td><em>Teacher’s PMP is now in line with the AITSL</em></td>
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<td></td>
<td><em>Philosophy is reviewed and updated and displayed.</em></td>
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<td><em>Staff can articulate the knowledge of EYLF and educators guide</em></td>
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<td></td>
<td><em>Staff meeting agenda item re the AITSL</em></td>
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<td></td>
<td><em>Staff induction folder needs to be completed</em></td>
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<td></td>
<td><em>New staff member needs training in EYLF &amp; NQS</em></td>
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<td><em>Director’s PMP needs to be in line with leadership with AITSL</em></td>
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<td><em>More indepth training in E portfolio</em></td>
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<td>4.2.2</td>
<td><em>All staff work collaboratively and support each other to further develop their skills to improve practices and relationships</em></td>
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<td><em>Opportunities are utilised for staff to work collaboratively to support each other.</em></td>
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<td></td>
<td><em>Continue to work collaboratively as a team</em></td>
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<td>4.2.3</td>
<td><em>Induction processes, code of conduct and recognition of staff knowledge, strengths are acknowledged</em></td>
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<td><em>Induction process is in place.</em></td>
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<td><em>Identify staffs knowledge and strengths.</em></td>
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<td></td>
<td><em>Further develop induction process.</em></td>
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<td></td>
<td><em>Review and complete staff induction folder</em></td>
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<td></td>
<td><em>Staff code of conduct document</em></td>
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<td><em>Develop strategies to acknowledge staff skills, knowledge and strengths</em></td>
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<td>5.1.1</td>
<td><em>That staff maintain and develop respectful and equitable relationships with children</em></td>
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<td>5.1.2</td>
<td><em>Documentation and conversations are reflected in interactions with staff and children in the learning stories</em></td>
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<tr>
<td>5.2.1</td>
<td><em>Children’s shared interests are identified, documented and used to plan further collaborative activities</em></td>
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<tr>
<td>5.2.2</td>
<td><em>Behaviour Management policy is developed</em> <em>Child Protection curriculum is implemented: Planned and integrated</em></td>
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<tr>
<td>5.2.3</td>
<td><em>Individual Behaviour Guidance Plans are developed in consultation with parents, and support agencies</em></td>
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<tr>
<td>6.1.1</td>
<td><em>Parent information pack, induction policy and enrolment packs are developed.</em></td>
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</table>

*RRR tool needs to be implemented more effectively* *Daily profiles need to be investigated to see if they cater for our Kindergarten* *Policy needs to be developed regarding relationships* *Program needs to be displayed on interactive white board* *Purchase resources about Floor Books* *Trial strategies and analyse effectiveness.* *Term Plan to be developed for Child Protection Curriculum implementation.* *Behaviour management policy needs to be reviewed.* *Behaviour management policy brochures printed once reviewed* *Child protection curriculum needs to be implemented and integrated in the curriculum regularly.* *Review ILPs.* *How can we incorporate individual behaviour guidance plans into our ILPs* *Allocate dates for Parent Information Meetings in Term 4.* *Have DVD’s made up with all enrolment information for families*
### 6.1.2
- A variety of strategies implemented to enable parents to be actively involved in the program and service
  - Parent questionnaire and surveys are developed
  - Parent information centre has been developed
  - Parent information board in the Children’s bag area
  - Individual notes are placed in children’s pockets
  - Parent rosters developed and reviewed
  - Parents’ concerns & complaints policy developed
  - Parent meeting proformas developed
- Review and update parents concern and complaints policy.
- Use parent meeting proformas more regularly and discuss at staff meetings
- Strategies need to be put into place to encourage other parents to be involved. Currently the same parents volunteer.
- Parents concerns & complaints policy developed
- Review parent meeting proforma in February 2015

### 6.1.3
- Required information to meet NQS is displayed for parents
  - Nominated supervisors certificates are displayed
  - Certified supervisor information is displayed
  - Newsletters are displayed
  - Policies & philosophy are displayed for parent information
  - Processes are in place to display information for parents
  - Area is established to identify NQS information
  - Parent information area cabinets all completed
- Advertise parent information area and displays in Kindergarten Newsletter.
- Parent library area needs to be reviewed and updated, currently doesn’t operative very effectively.

### 6.2.1
- Parents are involved in decision making about their child’s learning
  - Parent feedback forms are developed
  - Sharing our learning days are organised
  - Parent involvement is included on curriculum planning and programming proforma
  - Information is displayed for parents regarding NQS and EYLF
  - Parent/community participation folders are developed and are utilised.
- A section on the newsletter needs to be identified for parent voice.
- Investigate the concept of parent meeting times

### 6.2.2
- Information re community services and resources are accessible for parents
  - CYH screen appointments are arranged for Children
  - Enrolment packs are updated
  - Opal programs are advertised at Kindy through the newsletters and displays
  - Opal hand out feedback sheets for parents.
| 6.3.1 | *Access for parents to community services and personnel is increased and available to meet parent and children’s needs*  
*Opportunities are provided for parent information sessions regarding community services*  
*Support services are utilised for individual children’s needs.*  
*Developing a service booklet from our Kindergarten which identifies all services within our community with contact numbers and addresses.*  
*Investigate the possibility of services utilising our Kindy to support the parents of our Kindergarten Children* |  
| 6.3.2 | *Transition processes are reviewed to ensure successful transitions for children to ensure wellbeing*  
*Excursions to local primary schools occur once a term.*  
*Dates need to be set for these excursions to occur*  
*Transition processes need to be reviewed now that “Same first Day” has been implemented.*  
*Excursion policy needs to be reviewed.* |  
| 6.3.3 | *Children have access to support services to meet their learning and wellbeing needs*  
*Referral processes are in place to meet the needs of individual children*  
*Auslan display in the Kindergarten*  
*Staff have undertaken training in Auslan*  
*Parent utilised to provide the Auslan training*  
*Purchase resources that identify people with disabilities*  
*Review of IEP and ILP and NEP, procedures and parent input.*  
*Displays need to be implemented in the Kindergarten of people with disabilities* |  
| 6.3.4 | *Staff build relationships and engage with the community*  
*Reconciliation week incorporated into the curriculum*  
*Resources have been purchased*  
*Community folder established*  
*Community is involved in the Kindergartens’ annual fete*  
*Biggest Morning tea and other community fundraising events are held at the Kindergarten* |  
| 7.1.2 | *A comprehensive induction process and folder is developed and implemented. For the induction of educators*  
*Induction folder has been started*  
*Routines roster is being displayed*  
*Philosophy completed and displayed*  
*Performance management processes are in place*  
*Induction folder*  
*Rosters developed*  
*Staff code of conduct*  
*Centre code of conduct* |  
| 7.1.3 | *Continuity of staff service is maintained*  
*Continuity of staff has happened over the last 18months* |  
*Induction folder needs to be completed*  
*Would like more clarification from Human Resources re staffing, as we would like to retain staff on a long term basis.* |
<table>
<thead>
<tr>
<th>7.1.4</th>
<th>*Staff remain at the service for extended periods of time</th>
<th>*Curriculum planning proforma was reviewed and new one developed</th>
<th>*Possibility of an Action Research project for staff to participate in.</th>
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<tbody>
<tr>
<td></td>
<td>*Staff reflection proforma was reviewed and a new one developed</td>
<td>*Opportunities are provided for staff to attend training and development in regards to research</td>
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<td>7.1.5</td>
<td>*Staff records are maintained and appropriate required information is provided</td>
<td>*All staff have their own files at Kindy</td>
<td>*Keep updating staff files with relevant information</td>
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<td>*Check expiry dates on all staff files in relation to first aid etc</td>
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<td>7.2.1</td>
<td>*Philosophy statement is available for staff and families and underpins all the practices and strategic directions</td>
<td>*Philosophy statement has been reviewed and developed.</td>
<td>*Check Philosophy review date.</td>
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<td>*It has been approved by Governing Council</td>
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<td>7.2.2</td>
<td>*Planning improvement and change cycle contributes to planning for learning and further development</td>
<td>*Performance development plans proforma developed and implemented.</td>
<td>*Planning for review cycle needs to be included in performance development plan.</td>
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<td>*Job and person specifications to be reviewed in PDP.</td>
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<td>*PDP meetings need to be included on systems &amp; processes map.</td>
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<td>7.2.3</td>
<td>*An effective self-assessment and quality improvement process is in place</td>
<td>*Continual review is a process that remains on the agenda.</td>
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<td>*Reflection section on staff meeting proforma exists</td>
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<td>*Reflection folder, staff can reflect on the day’s activities.</td>
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<td>*Continue with self-assessment and quality improvement processes.</td>
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<td>*Collect data to inform the process of planning and review.</td>
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<td>Details</td>
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</tr>
</tbody>
</table>
| 7.3.1 | *Records are stored appropriately to ensure confidentiality  
*Archiving practices are in place.  
*Families access policies folder  
*Program is displayed in the Kindy and parents are reading it  
*Staff folders developed  
*Grievance procedures have been reviewed and developed and passed by Governing Council  
*Would like to investigate having a computer for parents to access DECD website for extra information on policies etc. |
| 7.3.2 | *Administrative systems are established and maintained to ensure the effective operation of the service  
*Health care plans updated  
*Record folders developed  
*First Aid folder updated  
*Record of changing children’s clothing  
*Record of changing children |
| 7.3.3 | Regulatory Authority is informed of operation changes, serious incidents and breach of legislation  
*Regulatory Authority is informed of any changes to the operation of the Kindy.  
*Regulatory Authority requirements are displayed |
| 7.3.4 | Grievance and complaints are addressed, investigated and documented in a timely manner  
*Grievance procedures and policy has been reviewed and passed through Governing Council.  
*Strategies are in place to inform staff, families and regulatory authority.  
*More policies and procedures need to be reviewed and developed  
*Time line created to review all policies. |
| 7.3.5 | Policies documented and within a cycle of regular review  
*Time line created to review all policies. |
### Intervention and Support Programs

<table>
<thead>
<tr>
<th>Term</th>
<th>Number of Children receiving Pre-School Support for 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1</td>
<td>6</td>
</tr>
<tr>
<td>Term 2</td>
<td>6</td>
</tr>
<tr>
<td>Term 3</td>
<td>4</td>
</tr>
<tr>
<td>Term 4</td>
<td>2</td>
</tr>
</tbody>
</table>

Throughout the year most of the children received Pre-School support for speech and language difficulties and had speech programs provided by the DECD Speech Pathologist.

We did also received support from the DECD Hearing Impairment Support Worker. She supported us 1 day a week with two of our Children who were diagnosed as Hearing Impaired.

Funding became available to support staff with Auslan training and resources needed to support these two Children.

---

### Report from Governing Council

**Report from Governing Council Chairperson – Kara Pfitzner**

To everyone in this year’s 2014 Governing Council

I am very happy to report that 2013 was a great year for us. We had heaps of fundraisers that we did really well on, there was our first blue light disco, Obstacle-a-thon and our annual fete day which raised a lot of money for the Kindy and many more.

We also had our new shade shelter put up over the sand pit which the rotary club gave some of the money for. One of the big things that happened in 2013 was the National Quality standards rating and assessment day – we received an our overall rating of exceeding the national quality standards, we are so pleased and proud about this.

We also had heaps of excursions that the children and parents just loved. This included a visit to the dairy farm, sheep farm, Monarto Zoo and the art gallery/museum just to name a few.

We also said goodbye to one of our long term staff and she was like family to us all at Tailem Bend Kindy. Toni Rabone who retired at the end of last year after 15 long years with Tailem Bend Kindy, we are sad to see her leave but happy that she is happy.
We also employed Margy May last year and welcome her to Tailem Bend Kindy, we are very happy to have her.

There are many more positive things that happened last year such as our Ngarrindjeri bush tucker garden, Implementation of the Auslan program, Christmas Picnic, Graduation ceremonies each term but in term 4 included a podium etc, and many more. But if I was to mention them all I would be here until the end of the next year.

I look forward to meeting all the new faces of those who wish to be on the 2014 Governing Council have a safe holiday and happy year.

Your Chairwoman for 2013

Kara Pfitzner

Student Data

Enrolments

Figure 1: Enrolments by Term

As is indicated in the graph it shows a steady increase in enrolments at the Kindergarten over the last three years. Term 4 numbers are not included as it was a transition period moving towards Same First Day in 2014.

<table>
<thead>
<tr>
<th>Year</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
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<tr>
<td>2011</td>
<td>23</td>
<td>23</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>2012</td>
<td>21</td>
<td>19</td>
<td>24</td>
<td>31</td>
</tr>
<tr>
<td>2013</td>
<td>32</td>
<td>36</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Attendance over the last few years shows that we have dropped off slightly; these figures are lower due to poor attendance by 4 of the same Children each week. However the 2011 – term 1 2012 attendance is not correct.
**Feeder Schools**

<table>
<thead>
<tr>
<th>Site number - Name</th>
<th>Type</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>0194 - Jervois Primary School</td>
<td>Govt.</td>
<td>13.0</td>
<td>26.7</td>
<td></td>
</tr>
<tr>
<td>0302 - Mypolonga Primary School</td>
<td>Govt.</td>
<td></td>
<td>16.7</td>
<td></td>
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<tr>
<td>0424 - Tailem Bend Primary School</td>
<td>Govt.</td>
<td>81.0</td>
<td>66.7</td>
<td>66.7</td>
</tr>
<tr>
<td>0750 - Meningie Area School</td>
<td>Govt.</td>
<td></td>
<td>16.7</td>
<td>3.3</td>
</tr>
<tr>
<td>8393 - Unity College Inc</td>
<td>Non-Govt.</td>
<td></td>
<td></td>
<td>3.3</td>
</tr>
<tr>
<td>9046 - St Francis de Sales College</td>
<td>Non-Govt.</td>
<td>6.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>100.0</td>
<td>100.1</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The majority of the Children that attend our Kindergarten transition to either Tailem Bend Primary School or Jervois Primary School. However there is a small percentage that transition on to the other schools within our region.

One of our visits to Tailem Bend Primary School.
### Client Opinion

#### Quality of the Teaching & Learning

- **Survey Questions**
  - 1. Quality of the Teaching & Learning
  - 2. Support of Learning

![Graph showing survey responses]

- **Comment by families**
  - *Teachers are always willing to have a chat with parents about any issues, even if it involves the Child’s home life.*
  - *Good enthusiastic ladies and they do well.*

#### Support of Learning

- **Survey Questions**
  - 1. Support of Learning

![Graph showing survey responses]

- **Comment by families**
  - *All Children get high level of support that is needed for each Child as my children all needed support. I found the support over and above.*
  - *There is always a need for more materials at such a small country Kindy but they definitely do well with what they have.*
**Leadership & Decision Making**

*From the top leader down to all staff, her leadership rubbed off on to every body*

*Activities that were organised were great, like the zoo trip, dairy trip, sheep farm, disco night. Anton loved the lot.*

*Fantastic leadership skills, staff members have done such a great job.*

**Relationships & Communication**

*Top shelf, best thing for kids*

*Staff members built long term relationships, they were like a family to me, and they were great.*

*Excellent overall communication*
13 surveys were returned to the Kindergarten and all 13 surveys ticked that they got what they needed during their time at the Kindergarten.

*Child came out of his shell

*Just comparing the last child in 12/13 to when my first child attended in 10/11, we had a lot more written communication with newsletters and also like a written report on how they were doing – strengths, weaknesses etc which was really good to receive, and I missed that this time around.

*I never went on Governing Council so I don’t really know how involved parents ideas were in regards to what was taught.

*I had expected my child to learn all of the alphabet, also how to write and at least spell their name.

*Seems to be more emphasis on other cultures or Children with disabilities, not being treated equal in all ways.
### Financial Statement

**Profit & Loss Statement, period 13 for Tailem Bend Kindergarten 2013**

<table>
<thead>
<tr>
<th>Account Description</th>
<th>PTD Posting</th>
<th>YTD Posting</th>
</tr>
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<tr>
<td><strong>GRANTS: DETE</strong></td>
<td></td>
<td></td>
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<tr>
<td>R-ZOP-6195-0013 P/SCH GNT - MAINTENANCE FNDG 1&amp;2</td>
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<td>Total for GRANTS: DETE</td>
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<td><strong>GLOBAL BUDGET REVENUE</strong></td>
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<td></td>
</tr>
<tr>
<td>R-ZDS-65118 GB-TCH SUPPLEMENTATION</td>
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<td>R-ZOP-65131 GB-UNIVERSAL ACCESS GRANT</td>
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<td>Total for GLOBAL BUDGET REVENUE</td>
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<td><strong>PARENT CONTRIBUTION REVENUE</strong></td>
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<td>R-ZOP-6410 PRESCHOOL - PARENT CONTRIBUTION</td>
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<td>R-ZOP-6470-0003 P/SCL - EXC MONARTO ZOO</td>
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<td>R-ZOP-6484-0001 PLAYGROUP FEES</td>
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<td>R-ZOP-6484-0002 PLAYGROUP AFFILIATION</td>
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<td>Total for PARENT CONTRIBUTION REVENUE</td>
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<td><strong>OTHER OPERATING REVENUE</strong></td>
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<tr>
<td>R-ZOP-6815 PRESCHOOL - DONATIONS</td>
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<td>R-ZOP-6820-0001 PRESCHOOL - FRSG RAFFLE</td>
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<td>R-ZOP-6820-0003 PRESCHOOL - FRSG PORTRAITS</td>
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<td>R-ZOP-6890-0003 PRESCHOOL - REV - T-SHIRTS</td>
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<td>R-ZOP-6890-0006 P/SCHL - OTH REV (SALARIES)</td>
<td>0.00</td>
<td>1,660.00</td>
</tr>
</tbody>
</table>
### Tailem Bend Kindergarten Annual Report 2013

**R-ZOP-6890-0011**  P/SCHL - KINDY HATS  0.00  10.91
**R-ZOY-6815**  REVENUE PLAYGROUP - DONATIONS  0.00  20.00
**R-ZOY-6820-0001**  PLAYGROUP FUNDRAISING  0.00  330.00

**Total for OTHER OPERATING REVENUE**  0.00  9,954.64

**Total Revenue**  0.00  236,540.37

### SUPPLIES AND SERVICES

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Amount 1</th>
<th>Amount 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>E-ZOP-7121-0001</td>
<td>PRESCHOOL - CONSUMABLES FOOD</td>
<td>0.00</td>
<td>542.55</td>
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<tr>
<td>E-ZOP-7121-0002</td>
<td>PRESCHOOL - CONSUMABLES MATERIALS</td>
<td>13.27</td>
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<td>E-ZOP-7128-0004</td>
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<td>E-ZOP-7160</td>
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<td>E-ZOP-7163</td>
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<td>E-ZOP-7172</td>
<td>PRESCHOOL - RESOURCES</td>
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<td>E-ZOP-7184-0001</td>
<td>GENERAL ADMIN EXPENSES</td>
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<td>E-ZOP-7184-0010</td>
<td>P/SCHL - GOV COUNCIL EXES</td>
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<td>E-ZOP-7184-0007</td>
<td>P/S REPORTING</td>
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<td>E-ZOP-7199-0012</td>
<td>P/SCL PROG - NAT QUALITY STANDARDS</td>
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<td>E-ZOP-7199-0011</td>
<td>P/SCL PROG - AUSLAN (SIGN LANG)</td>
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<td>E-ZOY-7121-0001</td>
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<td>P/GP - GEN EXES</td>
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<td>E-ZOY-7172</td>
<td>PLAYGROUP RESOURCES</td>
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**Total for SUPPLIES AND SERVICES**  1,568.38  16,199.42

### GLOBAL BUDGET EXPENSES

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
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<th>Amount 2</th>
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<tbody>
<tr>
<td>E-ZCO-79491</td>
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<td>E-ZDS-71112</td>
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<td>E-ZDS-71114</td>
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<td>E-ZOB-73512</td>
<td>GB-SITE FUNDED WORKS</td>
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<td>E-ZZF-73287</td>
<td>GB-CLEANING EXPENSES</td>
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<tr>
<td>E-ZZF-73511</td>
<td>GB-REPAIRS &amp; MAINTENANCE</td>
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<td>E-ZZI-75177</td>
<td>GB-MICROSOFT LICENCE RECHARGE</td>
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</table>

**Total for GLOBAL BUDGET EXPENSES**  0.00  201,423.81

### FACILITIES AND UTILITIES EXPENSES

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Amount 1</th>
<th>Amount 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>E-ZOP-7206</td>
<td>P/S - BUILDING IMPROVEMENTS</td>
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<td>3,945.45</td>
</tr>
</tbody>
</table>
E-ZOP-7210  P/S BUILDING & GROUNDS MAINTENANCE  0.00  279.64
E-ZOP-7220  PRESCHOOL - CLEANING EXPENSES  17.15  7,549.42
E-ZOP-7230  P/SCHOOL - COUNCIL RATES  0.00  518.65
E-ZOP-7240  PRESCHOOL - ELECTRICITY EXPENSES  0.00  2,141.70
E-ZOP-7250  PRESCHOOL - GROUNDS MAINTENANCE  0.00  961.36
E-ZOP-7254  P/S - PLAYGROUND IMPROVEMENTS  4,100.00  4,126.62
E-ZOP-7295  PRESCHOOL - WATER USAGE  0.00  1,459.04

Total for FACILITIES AND UTILITIES EXPENSES  4,117.15  20,981.88

EMPLOYEE EXPENSES
E-ZOP-7335  PRESCHOOL - SALARIES & WAGES  0.00  1,645.74
E-ZOP-7393  PRESCHOOL - T & D  0.00  976.37

Total for EMPLOYEE EXPENSES  0.00  2,622.11

OTHER OPERATING EXPENSES
E-ZOP-7139-0001  PRESCHOOL - FRSG - RAFFLES  0.00  9.45
E-ZOP-7139-0002  P/SCL - F/FRSG FETE DAY  0.00  187.87
E-ZOP-7139-0009  P/SCHL - F/FRSG - PIE DVE  0.00  555.50
E-ZOP-7139-0016  P/SCHL - GEN F/FRSG  0.00  200.84
E-ZOP-7139-0018  P/S FRSG - DISCO  0.00  21.75
E-ZOP-7184-0003  PRESCHOOL - EXES - T-SHIRTS  0.00  460.50
E-ZOP-7199-0001  PRESCHOOL - BOOK CLUB  0.00  81.00

Total for OTHER OPERATING EXPENSES  0.00  1,516.91

PARENT CONTRIBUTION EXPENSES
E-ZOP-7166-9000  P/SCHL - INV - COST OF GOODS SOLD  21.82  21.82
E-ZOP-7184-0009  P/SCL - GEN TRANSIT EXES  0.00  4.01
E-ZOP-7930-0001  P/SCHL - EXC - GEN EXES  0.82  0.82
E-ZOP-7930-0004  P/S - EXCURS & PERF  0.00  1,895.00
E-ZOY-7121-0003  P/GP - GEN TRANS - M/SHIP  0.00  165.00

Total for PARENT CONTRIBUTION EXPENSES  22.64  2,086.65

Total Expenses  5,708.17  244,830.78

Surplus or (Deficit) funds  (5,708.17)  (8,290.41)
Overall Summary of 2013

Fundraising

Throughout the year many fundraisers were provided to raise funds for our Kindy. The Governing Council, families and staff worked very hard with these fundraising events. Our fundraising efforts went towards the brand new shade structure over our sandpit.

These events included:

* Fete – Well supported by local community
* Disco
* Obstacle-a-thon
* Father’s day raffle
* Tailem Bend Music Hall
* Raffles on fete day – Children’s, female and male, nutrimetics, candle lite
* Professional photographers
* Candle lite party
* Mother’s day raffle
* Easter Raffle
* Pie Drive (in conjunction with Tailem Bend Bakery)

Excursions

Throughout the year the Kindergarten provided opportunities for the Children to go on excursions, these were included in our curriculum and were lots of fun for the Children, families and staff. These excursions included:

* Dairy farm visit
* Monarto Zoo
* Visits to Tailem Bend Primary School
* Walk to Kindy Day
* Tailem Bend Primary School end of year concert
* Sheep farm visit
* MB South school, Peel Pour Pop program performance
* Visits to Jervois Primary School
* Christmas Picnic in Tailem Bend Playground
* Art gallery – Me, Myself and I self-portraits workshop, SA Museum
National Quality Standards

The Kindergarten had their National Quality Standards Rating and Assessment Day on Wednesday 3rd April, week 10. Staff and families had worked extremely hard during the term to prepare for this day. The day ran smoothly and staff were very confident with the how the day progressed. We waited nervously for several weeks and it wasn’t until term 2 when we received our draft report to say that our overall rating was exceeding the National Quality Standards. This was a fantastic achievement for our Kindergarten staff and families.

Staffing 2013

Director – Shirley Hartman
Teacher – Jackie Venus
Occasional Care Worker, Preschool-support worker and Early Childhood Worker – Toni Rabone
Early Childhood Worker – Margit May
Pre-school Support Worker – Rachel Jones

Due to the high numbers in 2013 as well as high numbers of preschool support children the Kindergarten was able to employ the extra staff of Margit May and Rachel Jones.

Toni Rabone farewell in term 4

In term 4 the Kindy had a farewell for Toni Rabone, a loved staff member by the children and community of Tailem Bend. Toni had delivered 15 years of service to the Kindergarten and around 50 people gathered at the Kindy to thank her and to say good-bye. It was a wonderful evening with tears and happy stories as well.

Curriculum

Some of the activities in the curriculum included:

- Peel, Pop, Pour Program with OPAL throughout the term as well as a parent information session. We also included a walk to Kindy day.
• Participated in the Woolworths Earn & Learn points.
• Cora Barclay- loud shirt day
• Show your footy colours day – For childhood cancer
• Biggest morning tea
• Implementation of the Auslan program
• Ngarrindjeri bush tucker garden and culture and language program incorporated in curriculum planning
• Graduation ceremonies each term but in term 4 included a podium etc.
• Sharing our learning afternoons
• Pupil free day in term 2 for NQS – staff presented to all centres within our region
• Parent pre-entry enrolment and information sessions

**Governing Council & Families**

• Governing Council supported and were very involved in the the Kindergarten throughout the year.
• Parental involvement folder was established and parents would sign in and comment on each event we held at the Kindergarten
• Working Bee was held in term 1 to prepare for the rating and assessment day, this was well supported and some families stayed from 10am-6pm.
• Governing Council meetings held regularly in weeks 3 and 8 but then changed in term 4 to weeks 3, 5 and 8
• Playgroup, held each Friday morning and playgroup representative was on the Governing Council. Playgroup reports were an agenda item at Governing Council meetings.
• Aboriginal playgroup PKT, was held on Monday afternoons and 3 of our Aboriginal families supported this program.
• Painting of Kindergarten inside and outside and new carpets in Children’s activity area.

In closing 2013 was a fantastic year for the Tailem Bend Kindergarten with lots of fun and achievements throughout the year.