Vision Statement: Play, Learn, Develop and Achieve
Enrolments / Services / Student Profile

- 70 -74 Eligible enrolments (15 hours per week / 30 hours per fortnight offered through full day sessions which parents preferred)
  GROUP A: Monday & Wednesday 8.30-3.15 and Friday afternoon session 12.00-3.00 fortnightly (even weeks)
  GROUP B: Tuesday & Thursday 8.30-3.15 and Friday afternoon session 12.00-3.00 fortnightly (odd weeks)
- Pre-Entry offered mornings throughout the week 9.30-11.00am (numbered depend on spaces available for the following term & only offered Terms 1, 2 & 3
- Transition Term 4 – children starting full time Term 1 2013 attended 2 transition morning visits 8.30-10.00 (before playgroup) during week 8 & 9.
- Level of disadvantage - Category 2
- Preschool Support is provided by The Yorke Mid North Early Childhood Support Services (Disabilities Co-coordinator, Speech Pathologist, Early Childhood psychologist) & Port Pirie Regional Health Team – Occupational Therapist.
- Bilingual Support
- South Australian School for Vision Impaired Students (SASVI) services accessed when need arises
- Playgroup runs every Friday morning 10.00-11.30am. Kindy staff interact with families and our ECW provides a mat time session at the end to help prepare children for when they start kindy and to introduce families to activities/routines of kindy. It has been fantastic that towards the end of 2012 two mothers have taken onboard running the singing and story at the end of the session.
- CHYS Preschool Checks completed by CHYS Nurse at the kindy
- Preschool Support Funding
- Bilingual support - Indian

Staff Profile

- PSD1 Director 1.0 – Jessica Arbon
- Teacher 0.6 Andrea Tyler (Group A)
- Teacher 0.6 – Melinda Woolford (Group B)
- ECW1 1.0 – Margaret Saler
- Support Worker / ECW – Christine Mills / Susie Santhosh
- Relief Staff – Helen Gearing, Fran Birell, Kelly Cretan and Courtney Rieck

The core business of Risdon Kindergarten is to provide and develop High quality educational opportunities for learning through play for 3-5 year old children in a stimulating, engaging and interactive environment. We have a friendly caring staff team that ensures that each child feels safe, secure and supported at kindergarten. Majority of the children attended their 15 hours per week/30 hours per fortnight. We offered pre-entry throughout the week during the morning 9.30-11.00am during Terms 1-3 and early entry sessions when the need arose. During Term 4 we could not continue to offer Pre-Entry has we had done in the past due to such high numbers. We could not fit them in throughout the sessions without going over capacity. To still provide an opportunity for these children to experience kindy before commencing full time in 2013, we offered 2 Transition/Introduction sessions on Friday mornings 8.30-10.00am before playgroup. A parent information session was held during one of these sessions to inform families about what kindy involves, how they can be involved, what is expected of them, etc.

Majority of our children come from two parent, Anglo/Australian working class families but we also have a portion of single parent families or children who come from a shared parenting situation. Risdon Kindy has a small number of Aboriginal children enrolled and small number of Indian children. There were a small number of children who access kindy via school buses.

Provision of high quality curriculum based on the Early Years Learning Framework for Australia where we consider each child’s background, interests, strengths and needs and develop a workable partnership with parents and the wider community with the child as the priority focus. We use quality reflective teaching practices and interactions which support each child’s learning and development of knowledge, life skills, competencies and attitudes.

Governing Council was a small but committed group who met twice a term to oversee the centres operations and decision making processes. They were a very proactive group who worked towards improving the kindergarten to ensure the best possible learning outcomes for children in a safe and stimulating environment.
HIGHLIGHTS:
- Community visitors and visits out into the community – Ambulance, Police, Fire Station, Coles, Bakers Delight, Physiotherapist, Fitness instructors/personal trainer,
- Excursions – Basketball stadium for physical activities, Port Broughton/Fisherman’s Bay,
- Fundraising towards Interactive TV (purchased for use in Term 4)
- Night Sessions – Special Person, Mum’s, Dad’s, Soup and Story
- Parent Chats
- Mini Olympics
- Old McDonalds Farm visit to kindy
- Animals Anonymous visit – reptiles and other Australian animals
- Fun Day in the Park
- Profile folders
- End of Term Celebration / Performances
- Interactive TV
- Internet Research
- Sharing Activities – kindy cameras to take home and return and share with others
- Environmental Health visits
- Cooking Activities
Quality Improvement Plan

Quality Area 1:

1.1.2

Identified Area for Improvement: We plan a lot for children’s learning needs and developmental stages but this does not always reflect children’s interests. We identified we needed to look into using children’s interest more.

Our Outcome /Goal to achieve this: Staff interacting with children to find out their interests on a regular basis.

Steps we took to achieve the outcome: During session times have more of a high focus/priority of staff engaging in children’s play, activities rather than worrying always about completing profile tasks and more administrative and clean up type tasks. Provide set times for staff to complete the types of tasks listed above where it least impacts on children’s learning.

Our Success measure: During large blocks of play time seeing all staff engaged in children’s play and learning. Lots of rich conversations happening. Not seeing staff by themselves completing admin/ cleaning tasks during times they should be interacting with children.

Progress towards final outcome: Our focus this year was on staff being more engaged in children’s play rather than focusing on profile and administrative tasks during session times. We made conscience efforts to achieve this and evaluated and changed our practices regularly to improve and make better use of time spent “playing with children”. We used the RRR (Respect Reflect Relate) scales to deeply review our practice and used outside people to conduct the scales for us to avoid biased opinions. Jane Moore the Early Childhood Consultant conducted the Relationship scales and Kelly Cretan (ex Solomontowns Preschool Director) completed the Involvement scale. The data from both sets of scales provided lots of valuable feedback and areas to look into for improvement. All staff were very positive and proactive in looking for ways to move forward and improve. Listed below are some of the changes as a result of RRR data, deep discussions at staff meetings and trial and error:

- New Planning revision sheets introduced in term 3 allow us to record children’s interests & list where we have accommodated children’s interests in planning & make note to plan for them in coming weeks.
- Changed daily routine to allow for extended play time – cut our afternoon mat time to allow for more deep learning and engagement through play because data showed children more engaged in play and the relationships and learning occurring through the interaction with adults in play far outweighed the engagement and involvement in learning at mat times. We still choose not to eliminate mat time learning and small group work completely because we still place importance on learning these skills.
- Lessened profile tasks has helped with more staff time to play
- When kids ask for things, we try accommodate as best we can
- Sending notes home to involve parents in the process of planning a program based on children’s interests.

We are very happy with our progress and the 2nd data collection showed improvement. We are still continually reviewing, evaluating and changing our practice to best suit our children’s learning needs and interests.

Recommendations: Continue to provide a play-based learning program based around children’s interests.

1.2.2

Identified area for improvement: Need to make sure staff are doing more intentional teaching through play situations (we do lots in group times).

Outcome desired /Goal: Staff engaging more deeply in children’s play situations for extended periods of time

Steps Taken to Achieve Outcome: Not have as many activities that require direct adult support during large blocks of play time so adults can become engaged in children’s play without being continually interrupted by other children. Provide activities based on children’s interests. Critically reflect our practices using RRR tool.

Success Measures: RRR – Relationship & Involvement scale improvement in scores

Progress towards final outcome: Jane Moore EC consultant has completed Relationship scales over 2 days Term 2 (A&B) and repeated scales again in term 4. Great feedback and recommendations for us to consider.

- Changed lunch to have staff eating with the children
- Smaller groups in pm to begin with and then removed afternoon mat time completely.
- Look into levels questioning – working with local speech pathologists to develop staff’s skills further.
- In term 3 we began explaining activities and pointing out some interesting things to do at the beginning of the day before milk. This seems to have helped many children engage in a wider variety of experiences and for longer periods of time.
- Term 4 major focus on engaging in children’s play and documenting learning through Learning Stories.

Recommendations: Look into our daily routine and change to make even larger blocks of uninterrupted play where staff can engage in and extend children’s learning. Place importance on PLAY not Admin tasks during sessions.
Quality Area 2:

2.2.2

**Identified Area for Improvement:** Need more emphasis on physical activity in both planned and spontaneous activities. Need to ensure all children (except in circumstances where children have a disability) are physically active every day at kindy.

**Desired Outcome / Goal:** More planned physical activity on regularly basis

**Steps Taken to Achieve Outcome:** Set a specific time on the timetable to do specific whole group fitness type activities. Outside teacher to encourage physical activities through play situations/games. Invite fitness instructor, health professionals and others relevant community members or family members to come in and talk to children about the importance of healthy eating and regular exercise plus do physical exercise activities with the children

**Success Measure:** All children participating in physical activities on a daily basis. Children being able to articulate the importance of exercise and healthy eating

**Progress Towards Final Outcome:** Mini Olympics major focus—huge emphasis of physical activity and healthy eating every day. Changed afternoon routine to allow more playtime and then large group games which involve physical activity. More coordination type activities and a wide variety available each day for children to practice freely and staff to also encourage all children to have a go. Sing more physical songs to get children moving. We have had Personal Trainers and Fitness Instructors visit kindy to talk about the importance of exercise, looking after your body (bones and muscles) and eating healthy to keep fit, healthy and strong. We have also incorporated a strong emphasis on healthy eating into our programming with lots of cooking activities, working in conjunction with Environmental Health and families to continually promote the importance of Healthy Eating, knowing how to care for and look after their bodies to keep fit and healthy and with a major push on EXERCISE. Making exercise fun and making clear that any physical activity you and your child do i.e. bike riding, walking to kindy, playing with balls, etc. is exercise and children absolutely love it.

**Recommendations:** Continue this focus next year with a bigger emphasis on cooking and more regular exercise/fitness games for all children to be engaged in.

2.3.2

**Identified Area for Improvement:** Need to document any hazards all the time to ensure all staff is made aware and relevant changes, repairs, etc. can be completed as soon as possible.

**Desired Outcome / Goal:** Use needs attention forms where necessary. Staff completing regular safety inspections.

**Steps Taken to Achieve Outcome:** Make all staff aware of Needs attention forms. Develop safety inspection list - so each area is inspected daily.

**Success Measure:** All staff completing forms as required and conducting safety inspections not just being left to the same staff member(s) as a presumption they will complete it.

**Progress Towards Goal:** Staff have been shown how to complete ‘Needs Attention form’ April 2012. Term 2: Safety inspection checklist developed & staff sign on role sheet to show it has been completed

**Recommendations:** Continue to stress daily safety inspection needs to be completed first thing each morning before children arrive. It is not the sole responsibility of one staff member. Everyone needs to be vigilant and report any hazards straightaway using the “Needs Attention Form”.

Quality Area 3:

3.3.1

**Identified Area for Improvement:** We need to look into recycling and/or sustainable practices and get children involved in the process to develop their learning.

**Desired Outcome / Goal:** Educate children of the importance of recycling and caring for the natural environment

**Steps Taken To Achieve Goal:** Conduct research into successful recycling education & practice in preschools. Develop a plan based on findings from research that will best suit our Centre’s needs. Identify funding for the project (if required). Implement the plan

**Success Measures:** Educators & children recycling items and also talking about the importance of sustainable practices

**Progress:** TOO Busy this year with lots of other projects happening around Universal Access, adapting to NQS, Same First Day and health services and DECD merging to work together—putting on hold until 2013.

**Recommendations:** Take this on board as a priority in 2013.
Quality Area 4:
4.2.3

Identified Area for Improvement: With not all staff working on the same days we need to be aware of our communication techniques to ensure all have the same information and we all have a common understanding, especially with programmed activities.

Desired Outcome/Goal: All staff working towards the same outcome. Clear respectful communication to ensure common understandings. Staff learning from each other’s skills and strengths.

Steps Taken to Achieve Goal: Planning meeting - all staff involved, activities discussed so common understanding. Staff meetings - all staff given opportunity to discuss any issues, concerns, success, etc. - a time to critically reflect on what is working well & what isn’t what needs to be done differently and how… Establish roles and responsibilities of each staff member and establish a site code of conduct that all staff will abide by to ensure a safe and happy working environment with clear communication.

Success Measure: No confusion with programmed activities. Respectful communication between all staff at all times, especially when any clarification is required.

Progress Towards Final Outcome: Staff were involved in developing our own site code of conduct—completed May 2012 & taken to G.C on 4th June and approved. Positive discussions between all staff about how to treat each other and communication techniques. Staff & planning meetings are going well. Everyone having a chance to discuss any issues, put forward ideas and clarify information. New planning format and review in T3 which has allowed better communication and improves outcomes for children.

Recommendations: As 2013 brings a change to staff and the days staff work we will need to develop even stronger record keeping to keep all informed as some staff will not work together at all during the week. Staff and planning meetings times will need to be changed and other processes put in place to ensure communication remains open, strong, positive and clear between all. Look at have 1 or 2 major meetings per term to review and plan and discuss staffing issues/needs, etc. with all staff (including support and contract ECW’s – lunch cover).

Quality Area 5:
5.1.1, 5.1.2, 5.1.3

Identified Area for Improvement: At times (rarely) not all interactions with children are warm and responsive and sometimes certain children tend to be overlooked because staff are engaged with others that demand or require more attention.

Desired Outcome/Goal: All children engaging at least once a day with at least one adult for a sustained amount time and the content is meaningful. Plus many other exchanges throughout the day.

Steps Taken to Achieve Outcome: Read articles about best practice into creating and maintaining positive relationships with all children and how to make sure children are not overlooked. Develop a statement which clearly states how staff will interact with children (especially when there are behaviour issues to).

Success Measures: Educators engaging in sustained conversations with children. Educators participating in children’s play. All children engaged and participating in the program and having fun.

Progress Towards Outcome: RRR relationship scales Jane completed showed staff do engage in positive engagements with children and help extend their learning but it also showed there are lots of opportunities being missed where staff stand back because they don’t want to interrupt the play and conversations between children or they are too busy doing other tasks i.e. attending to an injured child. We had great discussions after Jane’s first data collection and staff looked deeply into changing our practices to improve even further. Staff work with regional speech pathologists Emma & Julia in Term 4 where they modeled good practice to extend children’s language development within the daily routines to staff, gave information and further reading about questioning techniques and book based learning. Julia is keen to organise further more specific training based around staff’s learning needs.

Recommendations: Follow up on work with Julia and learn new techniques, strategies and ideas to work with all children to extend their language development through play but also in particular how to work with those children who require speech and language support or children with behaviour issues within the play environment without overlooking other children who do not required this specific or intense support.

Learning about Indian culture with Susie. Susie taught about the traditions where she grew up, some Indian dancing and how to cook fried rice & eat it with our fingers.
**5.2.1**

**Identified Area for Improvement:** Need more collaborative activities-opportunities for children to work together, help each other and learn from each other

**Desired Outcome/Goal:** All children having the skills to work collaboratively with a range of different children and adults (not always the same group of friends or same teacher)

**Steps Taken to Achieve Outcome:** Teach/demonstrate specific skills of how to work collaboratively, taking in turns, sharing ideas, listening to others, trial and error, etc. Set up lots of opportunities for collaborative play and learning both in/outdoors and in play times and group times

**Success Measures:** Seeing groups of children playing, exploring, investigating without adult direction all the time - not lots of children playing alone all the time

**Progress Towards Goal:** Setting up a lot of role play areas around workers topic term 2 which staff also engaged in and specifically demonstrated sharing, how to ask for a turn, waiting patiently, etc. this worked really well. At beginning of day going through some activities that are out and talk through & demonstrate how to take turns and how to play fairly etc. Term 3 we began using the PALS social skills program with all children which is taught through using puppets. The puppets talk about and demonstrate at mat times how to play together, taking in turns, share, recognize feelings, say hello, empathy, asking for help, etc. The children really enjoy the learning and especially them being able to help the puppets come up with ideas of how to solve their problems and this is reinforcing their own learning and they are then able to adapt it to their own situations. We have been setting up lots of group play / role play situations based on children’s interests which proved very successful and allowed children to practice and use the skills gained through the PALS program.

**Recommendations:** Introduce PALS social skills program at the beginning of the year and continue right through. Emphasize the skills specifically taught each week throughout free play and mat times to reinforce.

**Quality Area 6:**

6.1.3

**Identified Area for Improvement:** Current up-to-date information about the service needs to available on the website.- Need to finalise new changes in relation to single intake, priority placement and any relevant changes needed to be made to meet NQS. So it all can then be made available for parents.

**Desired Outcome/Goal:** Website updated regularly with all new information for families

**Steps Taken to Achieve Goal:** Meetings with ARD, EC consultant and other Directors to establish Priority Placement policy for Pirie and an enrolment cutoff date so numbers for the following year can be finalized and families informed as soon as possible so if necessary other arrangements can be made with time to still look around at other kindy’s

**Success Measure:** Functioning website where all answers for any questions families may have can be found.

**Progress towards goal:** New policies and context statement up dated and put on website May 2012. Meeting with other kindy’s about the idea of developing a Priority of Access which would only be put into action if your site was at capacity happened late Term 2. We all agreed on making a generic policy where a cutoff date is included so people who choose a kindy outside their catchment area can be informed within plenty of time to make other arrangements if necessary. During Term 3 Jess worked with Jenne Chegwidden and other directors to finalise draft. This draft was taken to local government and all preschool Governing Councils and was approved. Final copy of Policy and a generic waiting list form is being developed and added to Yorke Mid North website by Jenne and will be added to our local website as soon as it is made available.

**Recommendations:** Make this policy widely available and families and community awareness of its existence and purpose. Make it clear that everyone needs to complete a waiting list form and this will determine when their child will begin kindy taking into consideration Same First Day (also need to educate families about this change). Stress the importance that the policy only comes into effect if preschool is at or looks like begin at capacity. It does not mean because you do not live in the catchment area you cannot attend that kindy. The policy was designed to ensure children can attend their local (closest) kindergarten without the fear of it being full with children who pass their local kindy to attend another kindy.
6.2.2
Identified Area for Improvement: Community services information needs to be updated
Desired Outcome/Goal: All agencies main information displayed in an easy to read way on an information wall
Steps taken to Achieve Goal: Getting each community support agency to do a short summary/explanation about what their service involves, how it can help and contact details to display on an information wall
Success Measure: Community Service Information area established and referred to by families as required.
Progress Towards Final Outcome: Put on hold until 2013 with all the changes happening within the department this year
Recommendation: Take on this project next year and make a display board/wall that clearly shows where and how families can receive support based on specific areas of need e.g. Speech – you can contact……. Behaviour difficulties – you can contact ...., Sleep – contact....., OT – contact....., Financial support – contact....

6.3.2
Identified Area for Improvement: Links with local school for transitioning children need to be stronger and more detailed
Desired Outcome/Goal: Strong working relationship with transition schools teachers. Visits occurring and sharing of information in person.
Steps Taken to Achieve Outcome: Discussions with staff & families about what they would like to see in the transition process. Take information from staff & families and discuss with local schools in relation to single intake as 2014 for schools
Success measure: Visiting local schools/schools visiting our Centre. Transition school teacher visits our Centre and meets children.
Progress Towards Final Outcome: We work strongly with Airdale primary and visit termly and children come over to us and complete activities at times.
Meeting with Meredyn Bell St Mark’s about transition process for 2013 for 2014 starters and beyond (2 groups to cater for our Group A & B) this will allow us to offer transition visits to kindy to replace pre-entry. Lot of discussions at Governing Council meetings getting parents ideas and needs. Discussed idea about having common transition across Pirie to enable kindergartens to still be able to still offer some type of Pre-Entry/transition of our own taking into our capacity situations with Roger Nottage ARD on several occasions and this has progressed to an agenda item of the Pirie Environs Group which is where all Pirie schools and Preschool principals and directors meet to discuss important topics around public education in the Pirie region. All schools are on board and can see the importance in having a common transition to schools with the same first day and in turn this will allow for transition to kindy
Recommendation: Continue to explore transition options with the Pirie Environs group early 2013 and have transition progress put in place by mid-2013. Discuss options with Private feeder schools further as well.

6.1.1
Identified Area for Improvement: Enrolment & orientation process is very unclear at the moment due to single intake changes and no set decision made about priority placement policy information in Pirie
Desired Outcome/Goal: Clear enrolment process with no confusions.
Steps Taken Toward Achieving Goal: Meeting (as mentioned above)- once Priority of placement and cut off finalized in conjunction with other 3 kindergartens in Pirie develop advertising to convey this information in a variety of ways to inform families it will affect e.g. newspaper, TV, posters displayed around town-hospital, schools, childcare, doctor’s, etc.
Success Measure: Priority of placement policy approved. Enrolment and orientation
Progress Towards final Outcome: Meeting May 16th with Roger Nottage and other Directors in Port Pirie to discuss and develop priority placement policy to be implemented in 2013 for 2014 intakes. Worked with Jenne and directors to finalise draft as explained in 6.3.2 above. We have put in newsletters asking for parents to register their interest so we have idea of numbers. Discussed in PD with Roger T3 about advertising/posters etc. from the Department to be displayed in Early learning, hospitals, CAYHS etc. where parents seek info from birth. Need these people to be informing parents from 2 years to be thinking about when their child will start kindy/school & where so they can put their name down at the Centre/school. Idea of putting in “blue books” when their child is due to start kindy & school
Recommendation: Continue to explore ways to inform parents about the importance of Early Childhood Education, knowing when their child is due to begin kindergarten and school with the introduction of Same First Day and completing a waiting list form for your desired kindergarten before the cut off date.
Quality Area 7:  
7.1.2 
Identified Area for Improvement: Need to up-to-date induction information for staff. Need to go through induction again at beginning of each year to go through expectations for all staff, including staff who have been here for years. 
Desired Outcome/Goal: Comprehensive Induction process & folder. 
Steps Taken to Achieve Goal: Review induction policies & research into what makes a successful induction program. Review current information & update in accordance to findings from research. 
Success Measure: All staff confident with practices at Risdon kindy after induction process 
Progress towards final outcome: New policies have been updated and combining induction with these. In Term 3 we started reviewing induction folder, removed irrelevant information and began making it align to DECD induction requirements. Have completed the induction policy folder with all relevant information and links to online policies. It clearly states staff responsibilities and requirements, Centre policy and expectations to meet and exceed National Quality Standards.

7.2.1 
Identified Area for Improvement: Philosophy statement 
Desired Outcome/Goal: Clear philosophy statement that states all educators core beliefs which is evident in our practice 
Steps Taken to Achieve Goal: Research what needs to be included in a philosophy statement & review examples. All staff take the time to write their own ideas. Work collaboratively to produce the final product that is a reflection of everyone’s beliefs. 
Success Measure: Staff living the statement-doing what it says we do 
Steps taken to Achieve Outcomes: All staff involved in developing the policy. Governing council asked to provide input. Final copy approved by Governing Council on 4th June 2012. Governing Council and parents reviewed Philosophy at the end of the year to have their say and all agreed it was fantastic and nothing needed to be changed, removed or added. 
Recommendations: Review and update next year and get children’s views portrayed as well.

7.2.2 
Identified Area for Improvement: Performance plans & meetings 
Desired Outcome/Goal: Staff feeling happy to come to work and proud of their progress towards their goals. Positive performance conversations that lead to improved practices. 
Steps Taken to Achieve Outcome: All staff completing identify web-stating their goals for the year. Set performance chat dates on the calendar. 
Success measure: Staff achieving their goals and proud of the growth, development and achievement. 
Progress Towards outcome: Webs complete and worked to achieve goals through internal and external training and development. Jess at Leaders Day Term 2 looked at Performance & Development and performance conversations focusing on listening deeply and not placing your own views, opinions but helping staff to explore options themselves in consultation with their line manager. More emphasis on staff talking NOT always the leader and staff providing written feedback on what they found to be the main points taken from the performance conversations. Performance Development meetings with staff late T3 early T4 went well and main thing from these was that because we are such a small staff team there wasn’t a lot of issues/points to discuss that had not already been addresses or chatted about during staff or planning because we all bring up issues, discuss, make changes as we go to improve practice & learning continuously. 
Recommendations: More regular performance chats throughout the year and at least one written feedback per year. 

7.2.3 
Identified Area for Improvement: Self review process—adapt our old planner to now reflect NQS not DIAf 
Desired Outcome/Goal: Step by step plan of self-review - What to do & when 
Steps to achieve outcome: Work in conjunction with other directors to link old planner to requirements of NQS 
Success Measure: Planner that all staff follow to ensure a comprehensive self-review process 
Progress Towards Final Outcome: On hold until 2013 after we find out more info about NQS review processes 
Recommendations: Follow up in 2013/2014
Annual Report 2012

Report from Governing Council – 2012 Chairpersons Report

GOVERNING COUNCIL MEMBERS
Chairperson: Melissa Osborne, Secretary: Jo Court, Vice Chairperson/Vice secretary: Carmel Freer, Treasurer: Emily Williams, Committee Members: Catherine Caspers, Taryn Dwyer, Kelley Reid, Natalie Ferme, Katina Saler, Vanessa Bessen.

Another year has passed and the Risdon Park South Kindergarten has had a year of growing, developing & improving. On behalf of Governing Council, I would like to say a big thank you to all the staff for a great year in 2012 and further development of such a fantastic and positive learning environment.

In 2012 the Governing Council again operated as the fundraising team and worked on the basis of key events throughout the year. This worked well with staff & committee members choosing to facilitate and manage various events organising and assisting with promotion, associated tasks and follow-up. A fantastic amount of money was raised and this was used to purchase an Interactive Whiteboard for the Kindy. A huge thank you to everyone involved in running the fundraising activities which included the Hot cross Bun run, Mini Olympics, Easter & Christmas raffles, Bottle & Can drive and many other smaller fundraisers.

The year’s Christmas raffle had a record number of prizes and gifts donated and it was a fantastic reflection of community spirit not only in the donations made but the amount of money raised.

A huge thank you to the parents and carers for being involved and contributing to these fundraisers whether it be buying buns, contributing prizes to raffles, selling & purchasing of tickets and collecting and cashing in the bottles & cans for the Bottle & Can Drive.

Each ticket sold or each item donated all adds up and helps the kindergarten.

This year we were very lucky to have a signed Crows Guernsey to use as a fundraiser for our Kindy. On behalf of Governing Council I would like to say a massive thank you to the Farinola Family for organising a family member of who is listed with the Adelaide Crows, to get a Guernsey signed for us by all their players. Governing Council decided that we would try and auction this item on EBay. A huge thank you to The Dwyer family who successfully sold this on EBay for us at an Amazing $960!

At the beginning of the year Staff suggested to Governing Council that a cover for our sandpit was needed. As we wanted to use our fundraising money for the Interactive Whiteboard it was suggested that we write to the Environmental Health Centre to see if they could assist us with funding as the cover would stop a lot of lead dust from entering the sand pit. After long discussions and soil testing with the Environmental Health Centre they kindly donated some funds to help towards the purchase or a sand pit cover. As we still needed some funds we wrote to the Ten For Them Team at Nyrstar. They kindly donated the rest of the funds we needed to purchase the sand pit cover. This wonderful bright red cover now protects our sandpit from many unwanted foreign objects.

I wish to thank all the out-going governing council members from 2012 for their time, not only at meetings but also in participating with fundraising activities. In particular I wish to thank Jo & Catherine in their roles as Secretary & Vice-Secretary and keeping track of all important decisions made. Also to Emily for being treasurer and Taryn, Natalie, Carmel, Kellie, Katiana & Vanessa for all your fantastic efforts made on the Governing Council committee this year. I wish you all the best for your children settling into school life.

For all parents with children here for any part of the 2013 year please consider being a member of the Governing Council – it’s a great way to meet other people and become part of the team supporting this wonderful learning environment. I have really enjoyed being a part of the Kindy community and feel that staff here help make it a ‘home away from home’ for our special little people where parents can know that their children are safe and cared for whilst they learn, grow & develop.

On behalf of Governing Council a massive thank you to all the Staff for making Risdon Park Kindy the positive and encouraging learning environment that it is. I particularly wish to thank Jess for all the extra hours she has put in not only behind her desk, on the floor with kids or knees in the garden and her fantastic leadership ability in supporting her staff and striving for excellence in all things. The positive attitudes of staff to not only students but families, is reflected in the whole environment. Thank you to the staff Andrea, Melinda, Margaret, Chris & Susie for your dedication to continuous improvement and team work displayed. This truly creates a positive place for children to be off to a great start to their formal education. Well done to all involved and I wish the Kindy Community all the best for 2013 and the years ahead. Thank you.

Melissa Osborne
Enrolment data shows we are maintaining a consistent number of children throughout the year. We cannot enrol too many more because our attendance is fantastic at 93% which in turn means majority of our children attend every session and if we were to enrol more we would be over capacity. Our capacity has been increased to 41 under the Australian Standards and therefore as of 2013 we will be able to enroll 80 children max (40 in each group) and will still allow 2 spaces for those transient children and people moving into the town.

Attendance during 2012 has been consistently high, we are above the state average, which is fantastic and indicates parents are valuing the importance of preschool education. We stressed the importance of regular attendance regularly through the newsletters, at pre-entry meetings and 1:1 with parents at our parent chats each term. Our attendance figure is fantastic at 93% and majority of our absences were explained and were due to illness, holidays or family commitments. We are working on improving Aboriginal Attendance, working with Airdale primary School and working towards Regional targets.
Throughout the year staff have been seeking parent involvement and feedback in a variety of ways; parent chats, surveys, general chats at beginning and end of sessions, at special events/nights and excursions and through fortnightly newsletters. We have found the parent chats allow parents to have a direct input into their child’s learning, make suggestions and clarify queries. Staff have remained open to all parent feedback throughout the year and implemented suggestions and changes made where necessary.

Our major client opinion data set comes from the 2012 Annual Parent Opinion Survey and is based on 51 out of 65 surveys returned. We found majority of the families with children leaving for school returned surveys and their comments reflected their involvement in the kindy over a 12 month period as they were more informed and could see the improvement. They completed the survey with a more informed evidence based approach.

Survey results indicate overall families are very satisfied with the operation of the Risdon Kindy. The graphs indicate how well parents think Risdon Kindy is operating within 4 focus areas, Quality of Teaching and Learning; Support of Learning; Relationships and Communication; and Leadership and Decision Making. In all 4 categories the most significant number of responses were in the ‘Strongly Agree’ and ‘Agree’ brackets and we had no disagree comments.

Again in comparing 2010, 2011 and 2012 data indicated improved results in all areas and that parents are more involved in their children’s learning & they feel more informed about their child’s progress indicating the Parent Chat & Individual Learning Plan strategies have been a success. Newsletters are more informative about the learning that has been happening at kindy and parents are continuing and extending the learning at home and in the community. We still see the need to seek and get parents opinions voiced and heard within the program as 9% still feel neutral regarding the preschool seeking parent’s opinions.

Staff were extremely happy with the results but still are always looking for ways to improve further to make sure we are continuously providing the best learning outcomes for all children and their families are actively involved in the learning process.

**Recommendations:**
- Continue parent inductions during pre-entry or on arrival at our kindy, parent chats each term and special events and evening sessions to make the most of opportunities to seek parent/family feedback and input.
- Look into effective ways to get parents to becoming actively involved in providing their opinions/ideas to the programming.

### Financial Statement

#### Financial Summary 2012

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opening Balance as at 1/1/2012</td>
<td>$86,602.25</td>
</tr>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Resource Entitlement Statement</td>
<td>$355,929.59</td>
</tr>
<tr>
<td>Parent Contribution</td>
<td>$26,168.00</td>
</tr>
<tr>
<td>Fundraising</td>
<td>$12,679.00</td>
</tr>
<tr>
<td>Other Income</td>
<td>$12,884.33</td>
</tr>
<tr>
<td><strong>Total Income</strong></td>
<td>$407,660.92</td>
</tr>
<tr>
<td><strong>Expenditure</strong></td>
<td></td>
</tr>
<tr>
<td>Human Resources</td>
<td>$320,412.30</td>
</tr>
<tr>
<td>Curriculum Maintenance</td>
<td>$11,837.51</td>
</tr>
<tr>
<td>Administration</td>
<td>$3,697.46</td>
</tr>
<tr>
<td>Site Funded Works</td>
<td>$9,609.00</td>
</tr>
<tr>
<td>Facilities</td>
<td>$25,841.58</td>
</tr>
<tr>
<td>Utilities</td>
<td>$3,671.72</td>
</tr>
<tr>
<td>Fundraising</td>
<td>$3,039.95</td>
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<tr>
<td>Other Expenses</td>
<td>$7,619.28</td>
</tr>
<tr>
<td><strong>Total Expenditure</strong></td>
<td>$385,728.80</td>
</tr>
<tr>
<td><strong>Total Funds Available 1/1/13</strong></td>
<td>$108,534.37</td>
</tr>
</tbody>
</table>