Quorn Kindergarten Annual Report 2011
The focus for 2011 is as follows-

- Develop an understanding and using the new framework, “Belonging, Being and Becoming”.
- Staff to complete Training and Development to assist their understanding of children’s learning.
- Become familiar with the National Quality Standards.
- Continue supporting all targeted groups including
  1. Aboriginal children
  2. Children with speech and language difficulties
  3. children making the transition from kindergarten to school

The Leadership in 2011 has been consistent with one Director remaining at the site for the entire year. All the other staff have been consistent except for the resignation of one Permanent Early Childhood Worker and the employment of one casual Early Childhood Worker for support hours.

In week 9 of Term 3 the Centre was involved in the DIAF Validation which all staff worked extremely hard as a team throughout this whole process.

The Occasional Care program continued to be very successful and is at full capacity for the majority of the time. The children enjoy coming to the kindy to be part of the program, which is organized by our trained and highly experience Early Childhood Worker. The centre works closely to program for the kindy and Occasional Care, considering they are two separate services provided at the one site.

Quality Improvement Plan

At the beginning of 2011 as a staff team we worked out our priorities. Once completed the Site Learning Plan and after discussions with Regional Office, we were aware that we had two many priorities to focus on within the one year. The outcome from this was that we prioritized them and worked on 3 main ones which also were a focus in our Validation.

We have not got exact percentages for evaluation as using various data tools e.g. ‘TROLL’ we are still investigating and hoping to utilize in 2012 and beyond.

Priority 1: To improve children’s engagement and achievement in literacy, numeracy and science

<table>
<thead>
<tr>
<th>Actions taken throughout the year to implement the learning plan</th>
<th>Evaluation of outcomes achieved against set targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>80% of 3 year olds will recognise and know their name.</td>
<td>Approximately 80% of children were able to recognize their name and 100% knew their name.</td>
</tr>
<tr>
<td>- All children starting School the following term will be</td>
<td>100% of children have participated in structured pre-writing activities the term before they started school and have the necessary basic skills ready for school.</td>
</tr>
<tr>
<td>involved in structured pre-writing activities.</td>
<td>Through discussions and works samples, children had a good understanding of letter-sound relationships and concepts of print.</td>
</tr>
<tr>
<td>- Children are able to use literacy within their play</td>
<td></td>
</tr>
<tr>
<td>situations and through this are able to begin to understand</td>
<td></td>
</tr>
<tr>
<td>letter-sound relationships and concepts of</td>
<td></td>
</tr>
</tbody>
</table>
During mat times a period of time will be explicit teaching in Numeracy

Children who will be going to school the following term will be engaged in structured numeracy activities in preparation for School.

Science Target 1: Increase the availability of Non-fiction books and posters for the children to access.

Have Non-fiction books which relate to the theme on the program.

Have Fiction and Non-fiction books available

Set up a Non-fiction text table

Provide Real Life experiences: pictures, posters, photos, big books, etc.

Set up an observation table with real life items that relate to the information in Non-fiction text books.

Approximately 70% of children’s understanding of mathematical concepts has increased considerably.

Approximately 40% of children were able to distinguish the difference between fiction and non-fiction information and scientific concepts.

A main priority at Quorn Kindergarten is the teaching of Literacy and Numeracy within the Centre so that children have the skills necessary for when they start School. This had been of high importance from the families as well as the Junior Primary staff at the Quorn Area School.

Since the Centre had many changes in leadership over the last few years, the children did not have a continuous overview of literacy and numeracy concepts that were to be covered within the year. As a team we realized that we needed to make this a priority as a site for the benefit of every child within the Centre and it also coincides with the Regional Strategic Plan for 2011.

The structure we used to teach Literacy and Numeracy concepts is to ensure a balance between play-based learning and structured explicit teaching opportunities.

Children’s understanding of these concepts were tested in their first term of Kindergarten through assessment checklists and completed again in their last term of Kindergarten. Examples of children’s work on these concepts were also glued into an assessment work book and given to the families when they graduated from Kindergarten.

Recommendations for 2012

Literacy, Numeracy and Science as a main focus – break down concepts that are to be taught each term.

All staff to be trained in teaching Literacy, Numeracy and Science concepts to be taught within the Centre.

At the beginning of each term use the ‘TROLL’ data program to gauge and assess individuals understanding and progress as they venture through Kindergarten.

Focus on Aboriginal children who are at risk in learning Literacy, Numeracy and Science concepts.
Priority 2: To understand and implement the Early Years Learning Framework and the Respond, Reflect and Relate (RRR) documents within the Site.

<table>
<thead>
<tr>
<th>Actions taken throughout the year to implement the learning plan</th>
<th>Evaluation of outcomes achieved against set targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff to attend Training and Development opportunities on the EYLF and the RRR document.</td>
<td>All staff had a better understanding of the Early Years Learning Framework and are more familiar with it for programming and assessment purposes.</td>
</tr>
<tr>
<td>Leadership to visit other sites and see how they are implementing these documents within their Centre.</td>
<td>All staff are now familiar with the ‘respect, reflect and relate’ document and are still yet to use the observation scales out of this document for assessment purposes.</td>
</tr>
<tr>
<td>Use time during Staff meetings to go through these documents gradually and become familiar with them.</td>
<td></td>
</tr>
<tr>
<td>Staff to use these documents for programming and assessment within the Centre.</td>
<td></td>
</tr>
<tr>
<td>Noelene Cox to work with the staff in understanding and implementing these documents within the Centre as well as Training and Development on these documents.</td>
<td></td>
</tr>
<tr>
<td>Karen Shipard and Jeanette Conroy to provide all staff with information on the EYLF and the RRR documents.</td>
<td></td>
</tr>
</tbody>
</table>

At the start of 2011 the staff were not very familiar or confident to use the Early Years Learning Framework and the ‘RRR” documents. When the Early Childhood workers were asked about their understanding and how they use these documents, their knowledge was very limited. The staff said that due to the many changes in Directors they were not provided with much training and exposure to these documents.

Throughout 2011 the Director organized opportunities for all staff to attend Training and Development and Conferences on how to use these documents. We also had Noelene Cox to visit the Centre to provide 1-1 Training on the Early Years Learning Framework.

Staff have been provided with training on how to write Learning Stories for observational purposes. Staff are presently becoming familiar with writing them focusing on 1-2 children to start with. This will increase throughout 2012 and beyond.

Quorn Kindergarten is very limited on gauging children’s progress using electronic Data Collection tools/strategies. This is due to no programs put into place in the past and staff not trained in using these programs. This has been very limiting when trying to record data for each individual child’s progress.

In our Validation Data collection within the Centre is a focus that needs further attention in the future and specific programs to be used to record data.

**Recommendations for 2012**

Use the ‘Respect, Reflect and Relate’ document to assess from.

Write ‘Learning Stories’ for all children with the Centre.

All staff will continue to be come familiar with the ‘Early Years Learning Framework’.

Use electronic Data programs with the Centre.

All staff will continue to use the program and assessment methods that are in place within the Centre already.
Priority 3: To maintain positive relationships amongst staff, children and families within the Centre which are secure, respectful and reciprocal.

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Ensure that there is always good communication with families.</td>
<td>Positive comments from parents verbally and newsletters and notices distributed to parents when necessary.</td>
</tr>
<tr>
<td>Ensure families are aware to go to the Director for information and clarification regarding their child’s education.</td>
<td>Parents now go to the Director for information and any issues which they may have concerning their child rather than other staff members.</td>
</tr>
<tr>
<td>Staff to abide by the Code of Ethics at all times. Provide positive feedback to staff and listen and value their opinions.</td>
<td>Staff are working on being more open and having positive conversations with each other.</td>
</tr>
<tr>
<td>All staff to talk professionally at all times to other staff, children and families.</td>
<td>A majority of staff are abiding by the Code of Ethics while others are still working on this.</td>
</tr>
<tr>
<td>All staff to communicate with children in an appropriate manner.</td>
<td>Staff are still working on following the correct grievance procedures rather than just approaching the Director.</td>
</tr>
<tr>
<td>All staff to use the correct grievance procedure and raise issues at an appropriate time.</td>
<td></td>
</tr>
</tbody>
</table>

Staff relationships within the Centre have been very challenging in the past and it has caused major issues and regular staff changes within the site. The staff relationship is a major priority that needs to be continually worked on within this site.

In 2011 the staff relationships have been positive compared to previous years. This has been due to the positive relationship building processes that have been put into place by the Director with the guidance of the staff at Regional Office, Deb Lowcock (Restorative Justice Mediator) and also the Poor Performance Team in Adelaide. Staff Relationships were another main focus in our Validation as it is an important aspect that needs attention for the operating of the Centre to run smoothly.

Throughout the last few years staff have been involved in many meetings with Regional Office staff about their ‘Code of Conduct’ towards each other at the site and towards previous Directors.

**Recommendations for 2012**

Staff Relationship building that needs improving, in accordance with the criteria mentioned in the Validation are:

- All staff opinions
- Respect
- Understand other’s feelings
- Be Considerate
- More cultural activities/exposure to Aboriginal Culture
- Assist each other to help each other learn.
- Willingness to change
• Working towards both services (Occasional Care and Kindergarten) working together collaboratively.
• Staff feeling valued
• Communicate to children in a professional way
• Listen to children’s ideas and interests
• Value children’s voice
• Respect children’s opinions/beliefs.

Priority 4: To evaluate and improve ongoing performance of all staff members

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>- Leadership to attend Training and Development on Performance Management and Poor Performance.</td>
<td>Staff had regular Performance Management meetings and have them reviewed regularly.</td>
</tr>
<tr>
<td>- Performance Management meetings with all staff to be conducted once a term and all of them continually reviewed regularly.</td>
<td>Staff able to express their concerns and improvements they would like to work towards to improve their performance.</td>
</tr>
<tr>
<td>- Leadership to ensure staff are continuing to improve their performance that is stated in their Performance Plans.</td>
<td>Staff are aware of their roles and responsibilities within the Centre.</td>
</tr>
<tr>
<td>- Gradually encourage all staff members to approach Performance Management meetings more positively.</td>
<td>Staff are more confident to participate in Performance Management Meeting and not see them as a threat.</td>
</tr>
<tr>
<td>- Leadership to identify the Job and Person Specifications of ECW’s and ensure all staff are meeting the criteria.</td>
<td></td>
</tr>
</tbody>
</table>

Prior to Term 4 2010, due to the many change in Directors and the relationships between the staff, many of the staff were unaware of what the meetings were for and have not participated in Performance meetings at the site. Throughout Term 4 2010 and throughout 2011 staff have been involved in several Performance Management meetings and have Performance Management plans written for them which have been discussed and signed. These plans are ready for ongoing performance in 2012.

Performance Meetings are another priority at this site, as poor performance and relationships amongst the staff have been severe issues that have continue to effect the operation of the Centre to its full potential and the effect that it has on the atmosphere within the Centre.

**Recommendations for 2012**

Continue with regular Performance Management meetings.

Continue to let staff know their roles and responsibilities and let them know if they are working at a level of poor performance.

Review 2011 Performance Plans for all staff and use these when addressing and writing 2012 Performance Plans.
Priority 5: To increase the enrolments and improve the attendance patterns of children enrolled at the centre for retention

<table>
<thead>
<tr>
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<th>Evaluation of outcomes achieved against set targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conduct regular home visits.</td>
<td>Children’s attendance has increased after Home visits</td>
</tr>
<tr>
<td>Hold regular health check at Centre</td>
<td>Strong and positive relationships between staff and families within the Community.</td>
</tr>
<tr>
<td>Keep a detail coded roll of reasons for absences.</td>
<td>Governing Council being proactive in helping advertise the Kindergarten and it’s services.</td>
</tr>
<tr>
<td>Keep a record of home visits conducted and any other communication to families regarding attendance.</td>
<td>Participation in School and Community events while advertising the Kindergarten at the same time.</td>
</tr>
<tr>
<td>Promote the importance of regular attendance and higher enrolments through Governing Council.</td>
<td></td>
</tr>
<tr>
<td>Advertise the Centre within the Community through the Mercury newsletter and word of mouth.</td>
<td></td>
</tr>
<tr>
<td>Advertise the Centre’s importance and services at Special events within the Community whilst fundraising.</td>
<td></td>
</tr>
</tbody>
</table>

Quorn Kindergarten only has children enrolled in the Centre who live within the town. This can be difficult when it comes to trying to increase enrolments. The staff and Governing Council have tried various strategies throughout the year to increase enrolments. These consist of an article in the Flinders News, notice in the Quorn Area School and advertisements around the town on the various notice boards.

The Occasional Care service that is offered at the Kindergarten has a positive impact on enrolments as many families use this service and then their children continue on into Pre-Entry and Kindergarten.

Recommendations for 2012

Further advertising of the Centre

Continue with Home Visits to Aboriginal Families

Continue to keep track of attendance using various methods e.g. roll books.

All staff to follow up children with poor attendance, with the support of the Attendance Team at the Regional Office.
Overview
The Quorn Kindergarten Governing Council for 2011 was represented by a small but enthusiastic group of parents and staff who were very much focused on providing as much support to the new Kindergarten Director as possible, while addressing issues around finance, staff, operations of Occasional Care, fundraising and improvements to the centre.

Challenges
Engaging a more varied number of parents to become involved in the centre was quite challenging in 2011, though several parents were very happy to be involved in some fundraising activities.

Several staffing issues created challenges during the year. The uncertainty around whether the director’s contract would be extended past the first or second term was difficult for several parents and staff. Future leadership again had a question mark around it during the fourth term when the kindergarten director announced that she would not be reapplying in 2012. While we were very sad to see Belinda leave the centre after a wonderful year of growth and positivity, we were pleased to welcome a new director known to several parents, to the centre.

Highlights
Fundraising
Quorn Kindergarten, supported by the Governing Council and in partnership with the Quorn Playgroup, initiated a number of successful fundraising activities in 2011. Among these was a pre-loved clothing sale at the kindergarten, a BBQ breakfast during the all-town garage sale, catering for the 2011 Quorn Races, a Kindergarten stand at the Quorn show, as well as raffles. Parents and staff contributed their time, skills, materials and goods to make all of these a success for the Kindergarten facility, which benefits not just Kindergarten children but also children who attend occasional care and Playgroup. Funds raised were used towards purchasing equipment for the centre, which all children can enjoy.

Receipt of kindergarten fees
The Governing Council agreed that a payment incentive would help parents to pay their kindergarten fees on time. The term fee was reduced by five dollars for parents that paid the fee within the first two weeks of the beginning of term. This incentive proved to be very effective and the kindergarten finance officer has been pleased to collect fees in a more timely manner.

Facility improvements
Both Kindergarten and Playgroup parents gave some of their time to clean out the sheds on the premises, install some new shelving, paint play equipment and reorganise toys and equipment to make items more accessible to staff and children, where appropriate.

Occasional Care
The Occasional Care service in the Kindergarten was well used and appreciated in 2011 with numbers reaching maximum capacity on many Occasional Care days.
Looking ahead

The Governing Council in 2012 will very likely be tasked to work on a number of grants that should become available to the Quorn Kindergarten. The council will also follow up on some Occupational Health and Safety issues, including the paved entrance walkway to the kindergarten that has been compromised by the roots of surrounding trees, as well as the utility sink near the bathroom that is currently unsuitable for staff to wash paint brushes, etc. These issues were not resolved in 2011 because they required more input from the department’s OHS officers. This will hopefully be resolved in 2012 to make the kindergarten facility more safe and user-friendly for children, staff and parents.

On behalf of the Quorn Kindergarten Governing Council I would like to thank all members, staff and parents for their wonderful contributions during 2011, for the support and warmth that we witnessed on many occasions and the fantastic environment they offered to children in their all-important kindergarten year.

Rebecca Lyman
Chairperson of Governing Council 2011

Student Data

Enrolments

Figure 1: Enrolments by Term

Total Enrolments 2009 – 2011

Table 1: Enrolments by Term

<table>
<thead>
<tr>
<th>Year</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>21</td>
<td>28</td>
<td>20</td>
<td>21</td>
</tr>
<tr>
<td>2010</td>
<td>21</td>
<td>23</td>
<td>25</td>
<td>24</td>
</tr>
<tr>
<td>2011</td>
<td>28</td>
<td>19</td>
<td>17</td>
<td>14</td>
</tr>
</tbody>
</table>

This data for attendance is based on 2 reference weeks at the beginning of each term.

The children who attend Quorn Kindergarten are only from the township itself and surrounding farms. The reason for the enrolments decreasing throughout 2011 is that we had a large number of children starting School in Term 2. In term 3 and 4 we had a few children leaving Kindergarten and going to School and we only had a couple of children throughout term 2 and 3 enrolling in Kindergarten from Occasional Care. In term 4 we had 6 children attend Pre-entry from Occasional Care and a couple of new enrolments right at the end of the year. This may increase the enrolments in Term 1 2012, although we did loose 6 at the end of term 4 as they Graduated from Kindergarten.
Attendance

Figure 2: Attendance by Term

Attendance Percentages 2009 - 2011

Table 2: Attendance Percentages 2009 - 2011

<table>
<thead>
<tr>
<th>Year</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009 Centre</td>
<td>90.5</td>
<td>78.6</td>
<td>80</td>
<td>66.7</td>
</tr>
<tr>
<td>2010 Centre</td>
<td>76.2</td>
<td>78.3</td>
<td>76</td>
<td>75</td>
</tr>
<tr>
<td>2011 Centre</td>
<td>82.1</td>
<td>73.7</td>
<td>76.5</td>
<td>78.6</td>
</tr>
<tr>
<td>2009 State</td>
<td>87.2</td>
<td>87.8</td>
<td>86.1</td>
<td>86.8</td>
</tr>
<tr>
<td>2010 State</td>
<td>88.8</td>
<td>90.3</td>
<td>88</td>
<td>88.2</td>
</tr>
<tr>
<td>2011 State</td>
<td>89.9</td>
<td>89.1</td>
<td>88.4</td>
<td>89.6</td>
</tr>
</tbody>
</table>

Attendance is a focus on the Far North Regional Strategic Plan for 2011. As a site this also is a focus for us as well to ensure that the attendance of every child is monitored regularly. Data above shows that the attendance at Quorn Kindergarten dropped throughout term 2 and gradually picked up throughout term 3 and 4. Term 1 had the highest percentage as these children attended regularly and when they went to School in term 2 the percentage dropped. Also as mentioned earlier in the report, some of our children were away for illness reasons within these two terms. We also have some Aboriginal children attend the Centre with poor attendance. At the end of Term 2, we had two of our staff doing home visits to Aboriginal families out of the attendance grant money. This had a positive impact as in term 3 and 4 the attendance from these families and of all the children in the Centre overall gradually increased.
Feeder School Percentage Data

Table 3: Feeder School Percentage Data 2009 - 2011

<table>
<thead>
<tr>
<th>Feeder Schools</th>
<th>Type</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>0793 - Quorn Area School</td>
<td>Govt.</td>
<td>100</td>
<td>95.4</td>
<td>93.7</td>
</tr>
<tr>
<td>1399 - Port Augusta Special School</td>
<td>Govt.</td>
<td>4.5</td>
<td>6.3</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>100</td>
<td>99.9</td>
<td>100</td>
</tr>
</tbody>
</table>

The feeder school that a majority of our children attend is Quorn Area School as it is the only School within the Town. A couple of our students with severe special needs attend Port Augusta Special School as this school is able to fully accommodate their needs. Throughout 2012 some of our children may be attending Caritas College in Port Augusta as families have chosen to send their children there for Schooling.

Client Opinion

Parent Opinion Survey

Quorn is a small country farming community approximately 30 minutes from Port Augusta. The attendance rates have been very high and the only main reason for child absent is for illness reasons, with parents notifying us the reason of their absence.

Parents have been efficient in communicating with kindy staff absences and the reasons for children who are not attending. The staff are continually aware of the attendance of all the children within the Centre and if a child is absent for a period of time, follow up process of their absence is taken.

Throughout 2011 Parent Involvement in our Kindergarten has been high and positive compared to 2010 due to the many changes in leadership staff.

All results indicate a high level of confidence in the centre to provide a welcoming and safe environment for families. This has always been a strength, because of the historically high level of engagement with the community that staff exhibit, both on and off site.

Strengths in 2011 –

High quality teaching and learning

Staff supporting individual children’s learning

The communication between staff and families about their child’s learning, and their well-being.

The level of leadership skills shown by the director.

Areas to work on in 2012 -

Through comments in the Parent Surveys show that families would like the following:

Email access would improve communication between the staff and families

Parent – teacher Interviews once a term to discuss children’s progress.

Having the one Director for a long period of time, families have not been impressed with the
many change of Directors over the last few years.

Accountability

National Partnerships
Universal Preschool Access has continued to have a positive impact on the Kindergarten. The kindergarten opens Wednesday mornings to accommodate the 4 year olds for the extra session to teach explicit skills ready for School. Many parents were pleased that one session a week was provided to teach the skills required for entry into School. This session is also used for Graduation Ceremonies as children end their final term at Kindergarten.

Financial Statement
Statement attached to this Annual Report.