The children worked very hard on their creations (out of clay, wood and plasticine), drawings and paintings depicting the creatures observed at our Zoo Excursion.

These were shared in our display at the Kapunda Show.

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

Preschool Name: Kapunda Kindergarten  Preschool Number: 2633
Preschool Director: Catherine Bury  Partnership: Barossa

Kapunda Kindergarten provides a high quality Preschool and Occasional Care program for 2-5 year old children from the township of Kapunda. Kapunda was developed as a major mining settlement with a strong Celtic heritage. The town is situated on the fringe of the Barossa Valley and is a service town for the local agricultural community and families who have chosen a rural lifestyle.

In 2014 the first year of the Same First Day Policy commenced. Some of the positive results of this policy were more consistent enrolment and session groups each term and the ability to focus the learning program in the first term on routines and basic skills and abilities building and extending these over the year.

The procedure for recording children’s development in the Early Years Learning Framework outcomes over the four terms was implemented to ensure all children’s individual learning needs were identified and used to develop their learning program.

The Occasional Care program was well utilized throughout the year providing the majority of children and families commencing Kindergarten in 2015 with the opportunity to build a sense of belonging to our centre.

The majority of our children progressed to the Kapunda Primary School.

There was a strong focus in 2014 on sharing learning opportunities with our local schools and services with the intention of developing a more formalized approach.

A range of procedures were introduced to inform and provide opportunities for parents to be involved in their child's learning. The new Statement of Learning format was used to report the children’s progress over the year.

The professional dedication of the staff team, support from the Governing Council and participation of our community worked together to provide a quality play-based learning environment to optimize the children's learning potential.

2. REPORT FROM GOVERNING COUNCIL

< A brief report from the Governing Council, including major decisions and achievements.>
3. HIGHLIGHTS 2014

This has been a very busy year for Kapunda Kindergarten as we worked to establish collaborative links with the community.

Two students with special needs from Kapunda High School were able to develop their skills achieving the requirements to complete their studies through their involvement at the centre.

As part of the transition working party a yearly transition program was developed with the Kapunda Primary school identifying shared learning opportunities. The Kindergarten children joined in Book Week celebrations, visited the reception class, visited the exhibition in Science week at the school which was followed up by a visit from a class sharing experiments at the centre, enjoyed the challenges set up by the primary school students in the gym and were treated to a jump rope performance with the students coming into the Kindy afterwards to help the children have a go!

Numeracy training improved the centre staff ability and confidence in recognizing numeracy learning opportunities and to use mathematical language.

I also provided the Numeracy training to other preschools in the partnership and met with the local Child Care staff member working with the older children sharing numeracy information, materials and equipment.

Our sustainability focus resulted in the children developing their knowledge and understanding of recycling, water conservation, life cycles (SSO training in Child Care Certificate 3 provided an incubator for the children to experience – life cycle of chickens) and our chicken area was completed with a wonderful chicken coop giving the children hands on experience.

4. QUALITY IMPROVEMENT PLAN
**QUALITY AREA 1**

*Educational Program and Practice*

<table>
<thead>
<tr>
<th>Areas identified for Improvement</th>
<th>Highlights/Achievements</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Finalize Statement of Commitment to Aboriginal and Torres Strait Islander people and supporting document.</td>
</tr>
<tr>
<td>2. A review of our processes regarding documentation on children and our programs communicated to families. (considering change due to First Day Policy) 1.1.4</td>
<td>• Communication information moved to provide better access as a result of parent survey response including: Photos of children Special visitors Program Newsletters Quality Standards information</td>
</tr>
<tr>
<td>3. Numeracy development. 1.2.1</td>
<td>• 2 week program outline displayed in parent community book, also inviting response and ideas.</td>
</tr>
<tr>
<td></td>
<td>• Termly progress reports and new processes for end of term feedback by families in regard to their child’s development. Links to their Individual Learning Plan. 4 Term summary sheet identifying progress in EYLF outcomes.</td>
</tr>
<tr>
<td></td>
<td>• Numeracy Bags provided as a home program and borrowed regularly.</td>
</tr>
<tr>
<td></td>
<td>• Using the Reflect, Respect, Relate document in assessment for learning and reviewing practices targeting areas identified requiring improvement.</td>
</tr>
<tr>
<td></td>
<td>• Staff accessed numeracy training identifying the scope of mathematical areas and mathematical language – more confidence in recognizing numeracy learning opportunities.</td>
</tr>
<tr>
<td></td>
<td>• Recording the progress of 9 children across the Numeracy Matrix. (3 low, 3 medium, 3 high)</td>
</tr>
</tbody>
</table>

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**Child 1 Numeracy Profile**

<table>
<thead>
<tr>
<th>Application</th>
<th>Utilization</th>
<th>Inquiry</th>
<th>Exploration</th>
<th>Awareness</th>
</tr>
</thead>
<tbody>
<tr>
<td>measurement</td>
<td>pattern</td>
<td>spatial sense</td>
<td>number</td>
<td>data</td>
</tr>
</tbody>
</table>

[Bar chart showing child 1's numeracy profile]
4. Literacy – To provide opportunities for children to further develop literacy skills based on improved staff knowledge in recognizing literacy opportunities, developing interventions identified through observations, documentation and improved data collection.

- Staff team accessed training in speech, language and communication. They are now more competent in identifying difficulties, developing goals and interventions.

- Provided opportunities for children to extend literacy – excursion to play and zoo, range of IT programs, exploring sound/letter/word and using real microphone.

- Recording the progress of 9 children across the Oral Literacy Rubric. (3 low, 3 medium, 3 high) Information used to develop learning program to improve outcomes for all children.

The information collected informed our learning program. All children demonstrated improvement in their numeracy skills and understandings across the areas.

Further reflection on children’s profile books and observations has identified a need to focus on numeral recognition in 2015.
Children demonstrating a range of Literacy skills were observed and their development across the Oral Literacy recorded. (3 low, 3 medium, 3 high)

Information gained was used to develop and deliver Literacy program with all children demonstrating improvement in speaking, listening/understanding and their ability to engage in social communication.

**FUTURE STEPS FOR CONSIDERATION**

- Developing confidence with new Summative Report format, reporting using the Dispositions and Numeracy the new indicators.
- Sustaining commitment to Aboriginal and Torres Strait Islander people in everyday practices.
- Ensuring the Transition Program and opportunities for shared learning with other services is actioned. Literacy Learning parent program with Kapunda Primary School.
- Ongoing review of communication techniques to families
- Children’s name slips and name cards available in term 1. Remove name slips to encourage writing name from term 2.

**QUALITY AREA 2**

*Children’s health and safety*

<table>
<thead>
<tr>
<th>Areas identified for Improvement</th>
<th>Highlights/Achievements</th>
</tr>
</thead>
</table>
| 1. Review of our health and hygiene practices, policies and procedures. 2.1.3 | • New directions posters developed in line with ‘Staying Healthy’ Booklet, discussed with children and displayed for hand washing procedure.  
• Ongoing review of policies and procedures making changes as required. |

**FUTURE STEPS FOR CONSIDERATION**

- Continue to upgrade policies and procedures in line with National Quality Standards.
• Continue to implement recommendations outlined in ‘Staying Healthy’, 5th Edition.

QUALITY AREA 3
Physical Environment

<table>
<thead>
<tr>
<th>Areas identified for Improvement</th>
<th>Highlights/Achievements</th>
</tr>
</thead>
</table>
| 1. Outdoor Learning Environment. 3.1.1 | • Development of digging patch to provide experience with spades. Designed to develop muscle tone and strength.  
• Awnings erected at the end of verandah to provide shelter from weather creating more useable space.  
• Repair of wilcha in progress. |
| 2. Sustainability practices | • Recycling embedded in to everyday practices.  
• Worm farm continues to be cared for by children.  
• Children participating in planting of vegetables, collection, cooking, eating.  
• Chicken area developed with coop. Reminder for open/close chickens into coop added to centre checklist. |

FUTURE STEPS FOR CONSIDERATION

• Provide further funds in budget to continue outdoor learning environment plans (created in 2011).  
• Develop procedures for children to use outdoor environment safely.  
• Identified need to support families to promote healthy eating – establish display/ Family Health Day ~ information stalls, healthy eating sample pack.  
• Develop procedures for care of chickens.

QUALITY AREA 4
Staffing Arrangements

| Areas identified for Improvement | Highlights/Achievements |
1. Further procedures associated with correct staffing ratio and qualifications. 4.1.1

- Teachers familiar with Australian Standards for Teachers.
- Performance Management in line with the Australian Standards for Teachers and Professional Standards for Principals.
- Staff informed regarding staff/child ratios and appropriate qualifications. Relief List developed and procedure in place for staff to contact relief if not well.

**FUTURE STEPS FOR CONSIDERATION**

- With change in staffing in 2015, ensuring quality induction procedures are in place.
- Ongoing review of practices and procedures for staffing with the implementation of second staff member being an educator.

**QUALITY AREA 5**

*Relationships with children*

<table>
<thead>
<tr>
<th>Areas identified for Improvement</th>
<th>Highlights/Achievements</th>
</tr>
</thead>
</table>
| 1. Implement consistent wellbeing and relationship strategies. 5.2.2 | - Children introduced to and using “A” “B” choices as used at KPS  
- Using Listening Skill sheet at mat time  
- Child Protection curriculum delivered in Term 2.  
- Encouraging children to share ideas, thoughts and concerns through respectful discussions. |

**FUTURE STEPS FOR CONSIDERATION**

- Implement - I Can Do program used at KPS.

**QUALITY AREA 6**

*Collaborative partnerships with families and communities*

<table>
<thead>
<tr>
<th>Areas identified for Improvement</th>
<th>Highlights/Achievements</th>
</tr>
</thead>
</table>
1. Provision of an effective enrolment and orientation process with the introduction of the Same First Da. 6.1.1
   - Discussions with other Directors regarding the orientations processes used in different sites.
   - Attendance Plan actioned.
   - Playgroup off site invited to Kindy 2 sessions in Term 4.
   - Enrolment meetings (group and individual) for new families starting in 2015 held.
   - ‘Come and Try’ sessions provided for those children beginning in 2015 who are not familiar with the kindergarten through the Occasional Care Program.

FUTURE STEPS FOR CONSIDERATION

- Playgroup – Where and When as the kindergarten will be full time in 2015.
- Same First Day Policy – Ongoing review to ensure effective enrolment and orientation procedures.

QUALITY AREA 7

Leadership and service management

<table>
<thead>
<tr>
<th>Areas identified for Improvement</th>
<th>Highlights/Achievements</th>
</tr>
</thead>
</table>
| 1. Further Policy Development, risk assessment and documented practices to be developed. 7.3.5 | • Safe Operating Procedures and Risk Assessments created and ongoing.  
• New procedures for documentation of accidents and illnesses.  
• Director attended Incident Response Management System training.  
• Staff contact details, health information and next of kin recorded in Emergency Folder. |

FUTURE STEPS FOR CONSIDERATION

1. 7.3.1 – Review record keeping requirements.

5. INTERVENTION AND SUPPORT PROGRAMS

The redevelopment of our Special Education Folder including any reports/ testing and programs allowed greater access for all staff to be involved in supporting our children with special needs. A range of assessment tools were shared to check – articulation, expressive language and receptive language. The training in speech, language and communication helped staff improve their competence enabling them to identify difficulties children experience then developing and delivering quality programs setting goals and interventions for improvement. Preschool Support and Early Intervention funding was used to deliver programs provided by DECD speech pathologists and those developed by centre staff. Many children also required OT support. Most children no longer require specialist support. The children with severe speech and language will continue support at school.
All children demonstrated more confidence in sharing their ideas, understandings and concerns when observed during the play based program and at group time. We were concerned with the lack of vocabulary and concept knowledge identified with some of the children. A literacy rich program was provided for all children with intentional teaching for those identified working explicitly to improve ability, knowledge and concepts. Staff supported families communicating areas requiring improvement and sharing literacy experiences they could do to help their child at home.

6 – children accessed Preschool Support program
7 - children accessed Early Intervention program
1 - child received Bilingual support [Focus child in Literacy training – achieved goals set by interventions put in place to improve social language to enable entry into play and to express feelings and to increase vocabulary.

2015 ~ To share Literacy with families to increase their understanding of scope and how they can support their children. Possible involvement in ‘Partnership with parents’ program being established at Kapunda Primary School.
~ To provide a focus in program on motor coordination and balance in Term 1.

6. STUDENT DATA

6.1 Enrolments

<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>2012</td>
<td>55</td>
<td>56</td>
<td>51</td>
<td>39</td>
</tr>
<tr>
<td>2013</td>
<td>35</td>
<td>41</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td>40</td>
<td>41</td>
<td>41</td>
<td></td>
</tr>
</tbody>
</table>

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

Enrolments remained consistent throughout the year with 1 child leaving being replaced by a GOM child.

Source: Preschool Data Collection, Data Management and Information Systems

6.2 Attendance

Figure 2: Attendance by Term

Attendance Percentages 2012 - 2014
Table 2: Attendance Percentages 2012 - 2014

<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>2012 Centre</td>
<td>92.7</td>
<td>92.9</td>
<td>90.2</td>
<td>89.7</td>
</tr>
<tr>
<td>2013 Centre</td>
<td>91.4</td>
<td>92.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014 Centre</td>
<td>90.0</td>
<td>90.2</td>
<td>90.2</td>
<td></td>
</tr>
<tr>
<td>2012 State</td>
<td>87.4</td>
<td>85.9</td>
<td>84.5</td>
<td>85.5</td>
</tr>
<tr>
<td>2013 State</td>
<td>88.7</td>
<td>88.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014 State</td>
<td>89.9</td>
<td>88.8</td>
<td>85.9</td>
<td></td>
</tr>
</tbody>
</table>

Attendance Plan in place to improve attendance. Strategies – Parent Information session identify the importance of regular attendance to learning (learning program, social development, wellbeing, sense of belonging), reminders in Newsletters and phone calls to identify reason for absence. The centre was impacted by a number of family crisis.

Source: Preschool Data Collection, Data Management and Information Systems

6.3 Destination – Feeder Schools

Table 3: Feeder School Percentage Data 2012 - 2014

<table>
<thead>
<tr>
<th>Feeder Schools</th>
<th>Type</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>0160 - Greenock Primary School</td>
<td>Govt.</td>
<td></td>
<td></td>
<td>2.7</td>
</tr>
<tr>
<td>0200 - Kapunda Primary School</td>
<td>Govt.</td>
<td>90.3</td>
<td>96.2</td>
<td>86.5</td>
</tr>
<tr>
<td>0430 - Tarlee Primary School</td>
<td>Govt.</td>
<td></td>
<td></td>
<td>2.7</td>
</tr>
<tr>
<td>9095 - St John's Lutheran School - Eudunda</td>
<td>Non-Govt.</td>
<td></td>
<td></td>
<td>3.2</td>
</tr>
<tr>
<td>9099 - Redeemer Lutheran School</td>
<td>Non-Govt.</td>
<td>6.5</td>
<td>3.9</td>
<td>8.1</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>100.0</td>
<td>100.1</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Based on the percent of children currently enrolled who will attend school in the following year, where the expected school is known.

The majority of our children continue to move on to Kapunda Primary School.