The township of Barmera has a population of approximately 3000 people and is situated approximately 225km from Adelaide. The kindergarten is a stand alone kindergarten. The Kindergarten enjoys the benefits of diverse family and cultural backgrounds. For the duration of 2013, Barmera Kindergarten operated on a 1.0 basis which allowed eligible children to attend preschool for 15 hours per week, due to the introduction of the “Same First Day” those children who commenced kindy in Term 2 received extra hours later in the year to make up for the hours they missed in Term 1. Enrolments included local children and those from outlying areas such as Glossop, Berri and Kingston on Murray.

Pre entry has been available to children in the term prior to full day sessions. Term 4 we were able to offer two Pre Entry for the children starting in 2014.

The Barmera Kindergarten’s community is highly supportive of the programs and activities operating at the Kindergarten. Parents and community members willingly volunteer their time to attend Governing Council meetings, run library borrowing and are highly supportive of family and fundraising events.

Barmera Kindergarten enjoys a close affiliation with the a number of local organizations such as the Barmera Library, Barmera Primary School and St Joseph’s Primary School Barmera, who allow us to use their facilities to enhance our Kindergarten program.

Quality Improvement Plan

**Quality Area 1: Educational program and practice**

This was our main area of change during the later part of 2013, with the introduction of Floorbooks and child initiated learning, focusing on preparing our children for 21st century learning. The focus became the journey not the end product; staff began setting up interesting and inviting open ended learning spaces for the children to explore. All staff began wearing bumbags so they had ready access to note taking as observations about children’s learning become central to our program and assessment.

Thinking tubs were introduced to the children as a way of promoting critical thinking and oral language skills.
Possible Lines Of Development began to steer daily programming which were developed from Floorbook experiences, which enabled staff to build and extend on children’s ideas or thoughts from previous activities. Continuation of off-site programs including Local Library Visits, CAMPING (Coordination and Motor Planning) at the local public school and WASP (Writing and Sensory Processing program) at the local Catholic School, are an asset to our kindy.

Recommendations:

- Continue to embed “Floorbooks” into pedagogical practice
- Continue to use observations to inform children’s assessment and programming, promoting the practice that all educators record children’s learning.
- Improve the way parents are informed of the program
- Continue to look at the way children’s individual learning is recorded, introduce learning journals and begin recording children’s learning with Learning Stories
- Ensure all children have Individual Learning Plans
- Develop this pedagogy in our Occasional Care program
- Ensure staff and children are involved in daily / weekly reflections

Quality Area 2: Children’s health and safety

The learning areas both indoor and outdoor are being constantly reviewed: throughout 2013 the centre replenished soft fall areas and replaced the fence along the oval side.

During the later part of the year daily relaxation time was introduced to the children, giving all children an opportunity to calm down and relax after lunch. Children’s medical conditions were clearly displayed ensuring all staff and relief staff were aware of children’s medical conditions. During Term 4 in conjunction with Governing Council our Healthy Eating Policy was reviewed and a new Hot Weather Policy was developed.
Recommendations:

- Provide time for WHS to review processes, policies and procedures
- Review kitchen operations and clearly delineate food, art and paperwork areas along with moving first aid out of the kitchen.
- Repair children’s toilets
- Use Environmental Scan Checklist for setting up learning environments
- Enable children to request and choose equipment and spaces in which to use it
- Improve staffing ratios

Quality Area 3: Physical environment

At Barmera Kindergarten our wonderful outdoor learning environment is one of our assets. There are opportunities for all children to interact spontaneously, and in more formalized physical activity sessions on the oval next door.

Children have opportunity to

- Practice sustainability – through gardening, chooks, worms, compost and recycling which are embedded in our program
- Interact physically
- Explore the natural environment
- Engage with a range of sensory experiences
- Participate in role play

Staff encourage flow from indoors to outdoors and vice versa.

During the later part of 2013, the way the environment was set up was looked at. Rather than getting everything out of the shed every day staff began looking at creating interesting learning environments that would entice the children to participate and explore.

Recommendations:

- Continue to improve how we set up interesting learning spaces
- Water pump installed for water play
- Review the way indoor space is used including office
- Self selection of materials/resources introduced
- Introduce daily yard inspections
- Develop photo boards so children have access to required resources
Quality Area 4: Staffing arrangements

Significant staff changes occurred mid 2013, and this brought new vision for the site and new teaching pedagogy. Existing staff embraced these changes and we quickly developed a new team that successfully worked collaboratively together.

Term 4 it was announced that Amy Hunt was successful in winning the Director Position for 5 year tenure, this provided more certainty for the direction of the site. During Term 4 DECD introduced a new process for employing Ancillary Staff, which meant all ECW contracts over 15 hours a week were required to be advertised. This led to a lot of uncertainty for the staff.

Due to the Merit Selection Process Barmera Kindergarten will have staff changes in 2014, as we farewell Sarah and Lindy who have been highly valued educators at Barmera Kindergarten, we wish them all the best for the future.

Other staff changes for 2014 include having a 0.4 teacher all year (through Universal Access Funding) this position will be filled by Nadia, we look forward to having Nadia on our teaching team.

Recommendations:

- Provide staff with the opportunity to meet and discuss their individual Professional Development Plan once a term
- Provide training for staff to support pedagogical changes
- Increase the number of whole team staff meetings
- Ensure staff ratios are above minimal requirements to support children in child directed learning and ensure staff are able to record children’s learning through observations and floor books.
- Develop Staff Code of conduct and new Statement of Philosophy to fit with new pedagogy
- Ensure all staff have an opportunity to contribute to planning and share their expertise with the team
- Ensure Cultural competence of staff is being shared and developed. Staff

Quality Area 5: Relationships with children

This was a particular focus for the second half of the year with two new Leaders and a new full time teacher who previously had only worked at the site two days a week. We believe building strong relationships with the children and their families is vital to developing a successful kindergarten program. Our aim is to ensure children want to come to kindy and that kindy is a happy place for children and their families. Our focus was on making all families feel welcome and feel that they can approach staff if they have a question or concern.
As relationships are of high importance to us we encouraged parent participation by holding special events and inviting families in at the end of day. Our farewell to the children at the end of Term 3 and 4 was a way of acknowledging children’s achievements and growth during their kindergarten days and thanking families for allowing us to be part of their child’s education.

By holding a couple of pre entry sessions in Term 4 this enable staff and children who would be attending in 2014, start to build relationships, so their first day of kindy wouldn’t be so daunting.

**Recommendations:**

- Implement RRR, through the introduction of POMS (A Process-Oriented Monitoring System for the early Years) focusing on Involvement and wellbeing.
- Continue to focus on learning dispositions, encouraging children to take risks, think critically and work collaboratively.
- Continue to record children’s learning and ideas through the use of Floorbooks.
- With the introduction of the ‘Same First Day’ the focus for Term 1 2014 will be developing strong relationships with children and their families.

**Quality Area 6: Collaborative partnerships with families and communities**

Staff place high importance on

- Developing and maintaining respectful and supportive relationships with families
- Respecting and valuing each parent/s values and beliefs regarding child rearing

Maintaining links with organisations and service providers to enhance children’s learning and well-being.

Links developed within the community continue to support many aspects of our service through learning program involvement; fundraising and providing venues for special programs are just some examples.

New partnerships were developed during 2013 with the local Catholic School which enables our children to participate in a Writing and Sensory Processing program and a buddy system with the year 7 class who visited the kindy once a week. Other new partnerships included the Year 7 class at Barmera Primary School planning, setting up and facilitating each station during our Obstacle-a-thon.

Parents had new ways of being involved in the kindergarten with a Father’s Day Breakfast and a Graduation at the end of terms 3 & 4 to celebrate the children’s learning journey during their time at kindy. Both these events were extremely well attended, with every family being represented at the Term 4 Graduation.
During term 4 we also provided an opportunity for the 2014 families to come into the kindy (prior to pre entry) to meet the staff and find out about the kindy during a parent information night.

During Third Term a Community book was established, this was a way of recording all the members of the community that contribute to our kindy, this in turn led to children becoming a lot more familiar with these community members. The community book also provided an excellent way of recording parent involvement at the site.

**Recommendations:**

- Continue the strong partnership with local services
- Introduce term goals, learning stories, Individual Learning Plans and SMS messages as a way of informing parents about their child’s learning and providing them with an opportunity to contribute.
- Continue to use a community book with the children, highlighting all the different community members that contribute to our kindy.
- Find ways of continually involving parents in the programming and informing them of the happenings at kindy.

**Quality Area 7: Leadership and service management**

Change of Leadership in Term 3 meant there was a time of familiarisation of site processes and storage procedures. As it was a joint position it was also a time for both leaders to clarify roles and learn the site and families. Both leaders worked extremely well together.

There is a commitment for continuous improvement for the kindergarten, this is achieved by;

- Regular staff meetings
- Networking with peers
- Targeting resources along with effective budgeting
- Performance management procedures and all staff are suitably qualified
- Regular reporting to Governing Council and involving them in decisions regarding site changes

At the end of 2013 Barmera Kindergarten was notified that their NQS Assessment Rating process had started and Quality Improvement Plan was due January 15th and extension was granted to the end of week 1, 2014.
Recommendations:
- Develop an informative Quality Improvement Plan
- Prepare site and staff for upcoming NQS Assessment
- Continue to update and develop clear requirements for Business Management Tasks and NQS requirements
- Provide performance meetings each term for all staff.
- Develop induction procedures for staff and volunteers
- Develop new Statement of Philosophy
- Provide parents with opportunities to contribute to our service

Intervention and Support Programs

Delivering Preschool and Bilingual Support to children with identified needs is funded per term by DECD. During 2013 this Kindergarten utilised the skills of Early Childhood Workers Sarah Knight, Katie Kassulke and Lindy Kruger to deliver these programs in collaboration with centre staff and professional colleagues.

Throughout the year special intervention programs were offered to children who attended the kindergarten, these programs including:
- Coordination and Motor Planning Group (CAMPING)
- Writing and sensory processing group (WASP)
- Library Visits
- School Transition
- Buddy Class Visits

Report from Governing Council

This year saw many changes for Barmera Kindergarten as the one enrolment intake changes commenced. Term 1 saw higher than expected numbers with some children having to make up their full entitlement of hours across the year to accommodate the larger numbers.

Governing council had a very successful year of fundraising with the annual events once again totalling approximately $5500. Our major fundraiser at Cobdogla club raising approximately $1200. Thank you to all families involved for making our fundraising efforts so successful.

The end of term 2 saw Barmera Kindergarten farewell Sally and Vicki as they entered in to retirement. The Kindergarten welcomed Nadia and Amy into a shared Directors position until the end of term 4. The Directors position was advertised and we were fortunate to secure Amy as the Kindergarten Director as well as securing Nadia in a teacher’s position for 2014.

The Kindy continued their partnership with the Barmera Primary school, allowing us to utilise their Gym for our weekly C.A.M.P.I.N.G program, as well as a beginning
partnership with St. Josephs as the children enjoyed utilising their services for a weekly W.A.S.P program.

National Quality Standards have continued to be a big part of governing council discussions this year as we continue to approve Policies and procedures as they are updated.

As my time as chairperson of the governing council comes to an end I would like to take this opportunity to thank all Governing Council members, Staff, Parents and community partners in making 2013 a fantastic year at Barmera Kindergarten. Without the support of our community we would not have realised such fantastic fundraising totals, and have such a fantastic kindergarten for our children to begin their learning journeys.

Sherri Scordo
Chairperson

Student Data

Enrolments

Figure 1: Enrolments by Term

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>
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<tbody>
<tr>
<td>2011</td>
<td>62</td>
<td>58</td>
<td>56</td>
<td>51</td>
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<td>2012</td>
<td>47</td>
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<tr>
<td>2013</td>
<td>75</td>
<td>77</td>
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<td></td>
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</tbody>
</table>

Based on person counts in the two week reference period each term.
Excludes pre-entry.
Source: Preschool Data Collection, Data Management and Information Systems

Terms 1 & 2, 2013 Barmera Kindergarten’s enrolment numbers were above average larger due to the implementation of Same Start Day and children making up their warranted hours later in the term.
Attendance

Figure 2: Attendance by Term

Attendance Percentages 2011 - 2013

<table>
<thead>
<tr>
<th>Attendance Percentage</th>
<th>Year</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011 Centre</td>
<td>95.2</td>
<td>93.1</td>
<td>94.6</td>
<td>96.1</td>
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<tr>
<td>2012 Centre</td>
<td>89.4</td>
<td>90.0</td>
<td>84.6</td>
<td>90.5</td>
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</tr>
<tr>
<td>2013 Centre</td>
<td>84.0</td>
<td>87.0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2011 State</td>
<td>89.9</td>
<td>89.1</td>
<td>88.4</td>
<td>89.6</td>
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</tr>
<tr>
<td>2012 State</td>
<td>87.4</td>
<td>85.9</td>
<td>84.5</td>
<td>85.5</td>
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</tr>
<tr>
<td>2013 State</td>
<td>88.7</td>
<td>88.0</td>
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Feeder Schools

Table 3: Feeder School Percentage Data 2011 - 2013

<table>
<thead>
<tr>
<th>Site number</th>
<th>Name</th>
<th>Type</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>0153</td>
<td>Glossop Primary School</td>
<td>Govt.</td>
<td>2.0</td>
<td>6.8</td>
<td>3.5</td>
</tr>
<tr>
<td>0209</td>
<td>Kingston on Murray Primary School</td>
<td>Govt.</td>
<td>7.0</td>
<td></td>
<td>3.5</td>
</tr>
<tr>
<td>0274</td>
<td>Monash Primary School</td>
<td>Govt.</td>
<td>9.0</td>
<td></td>
<td>1.8</td>
</tr>
<tr>
<td>0280</td>
<td>Moorook Primary School</td>
<td>Govt.</td>
<td>2.0</td>
<td>6.8</td>
<td></td>
</tr>
<tr>
<td>0506</td>
<td>Barmera Primary School</td>
<td>Govt.</td>
<td>56.0</td>
<td>61.4</td>
<td>52.6</td>
</tr>
<tr>
<td>0721</td>
<td>Cobdogla Primary School</td>
<td>Govt.</td>
<td>18.0</td>
<td>18.2</td>
<td>26.3</td>
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<tr>
<td>8323</td>
<td>St Joseph’s School - Barmera</td>
<td>Non-Govt.</td>
<td>4.0</td>
<td>4.5</td>
<td>5.3</td>
</tr>
<tr>
<td>8457</td>
<td>Riverland Christian School</td>
<td>Non-Govt.</td>
<td></td>
<td>2.3</td>
<td></td>
</tr>
<tr>
<td>9008</td>
<td>Our Lady of the River School</td>
<td>Non-Govt.</td>
<td>2.0</td>
<td></td>
<td>1.8</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>100.0</td>
<td>100.0</td>
<td>100.1</td>
</tr>
</tbody>
</table>

Client Opinion

Quality of Teaching and Learning

1 I think my child receives high quality teaching at this preschool.
2 My child's teachers know what my child can do and what he/she needs to learn.
3 This preschool has the expectation that children will learn.
4 Teachers are enthusiastic in their teaching.
5 I am satisfied with the learning programs offered at my child's preschool.
6 My child's teachers clearly inform me about the learning program.
7 My child's teachers make learning interesting and enjoyable.
8 Teachers at this preschool really want to help my child learn.
9 The preschool has an excellent learning environment.
Support of Learning

1 My child is motivated to learn at this preschool.
2 My child's teachers provide help and support when it is needed.
3 My child has access to quality materials and resources that help him/her to learn.
4 My child is happy at this preschool this year.
5 My child would receive support for any special needs he/she had.
6 The preschool changes its programs and activities to improve student achievement.
7 Children know how they are expected to behave at preschool.
8 Teachers at this preschool treat my child fairly.
9 This preschool provides a safe and secure environment.
10 Children have enough materials and resources for their learning.
11 This preschool has information available about other support agencies within the community.
12 This preschool encourages children to have a sense of pride in their achievement.

Relationships and Communication

1 I feel welcome at this preschool.
2 This preschool assists the development of my child's personal and social skills.
3 I am comfortable about approaching my child's teachers to talk about his/her progress.
4 I am given opportunities to have a say in matters about this preschool.
5 There is a broad variety of communications that inform me about this preschool.
6 Children from all backgrounds and cultures are treated fairly at this preschool.
7 The staff always listen to what I have to say about my child's development and needs.
8 I receive helpful information about my child's progress and achievement.
9 This preschool provides opportunities to discuss my child's progress.
10 I am well informed about preschool activities.
11 I believe that if I have concerns or suggestions, the preschool would respond appropriately.
12 I am encouraged to be involved in the preschool in all kinds of ways.
13 Teachers let me know how well my child is doing.
Leadership and Decision Making

1. This preschool is well organised this year.
2. I have confidence in how the preschool is managed.
3. I believe there is effective educational leadership within the preschool.
4. The preschool seeks parents' opinions about educational programs.
5. I am given the opportunity to be involved in the preschool's educational activities.
6. The preschool is always looking for ways to improve what it does.
7. Parents are invited to participate in decisions about their child's education.
8. Parents have the opportunity to be involved in the development of school plans through the Governing Council.
9. The preschool includes parents and community in decision making.
10. Overall, I am satisfied with the preschool's planning.

Parent Comments - Quality of Teaching and Learning
- The time my daughter has been here has been fantastic She has really come along way.
- A higher digital technology component would be beneficial eg computer pods

Parent Comments - Other comments
My child had fun at this site
Extremely happy with how my child has progressed through the year
Financial Statement

<Income by funding source>

<Your End of Year Profit and Loss Statement may be included as an appendix>