

Annual Report

2012



Creating a learning culture, a community of learners



Exploring our creativity



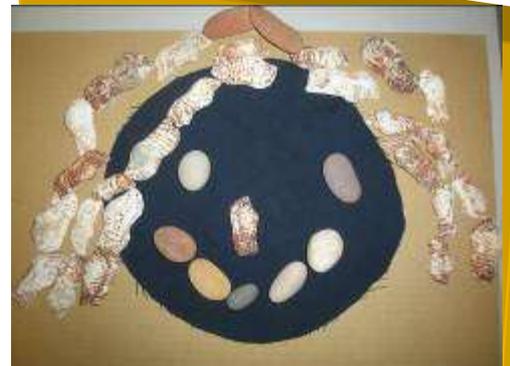
Engaged in learning in our outdoor environment. Exploring nature stimulates a sense of wonderment and curiosity.



Celebrating individuality



Learning through play with natural materials



Context

Our Vision: At Frieda Corpe Kindergarten we strive for best practices to support children and families in lifelong learning.

Preschool Name: Frieda Corpe Kindergarten **Preschool Number:** 3632

Preschool Director: Kerry Warner **Region:** Southern Adelaide

Frieda Corpe Kindergarten is situated in Port Noarlunga. It is a stand-alone centre to which children then attend Port Noarlunga P.S., Christies Beach P.S. & a wide variety of private schools in the southern area. Parents are strongly involved throughout their children's learning at Kindy by sharing about their child's interests and experiences, which staff members incorporate into the well-known child-initiated curriculum learning program. Families from a variety of socio-economic backgrounds and various family compositions attend the centre and we have a slow increasing number of families from various cultural backgrounds. We have second and now third generations of families coming back through the centre. Through our dedication to provide the best possible education and care through current innovative practices our site is highly recommended from within the community. We have an extremely dedicated staff team which hopes to remain stable for years to come.

Quality Improvement Plan

Quality Area 1: Educational program and practice

2012 has been an exciting year with many changes and many challenges. We began the year with our fabulous new team member Jaz Horseling who has brought a wealth of knowledge and ideas and has embraced the Child Initiated Curriculum. We also had two new support workers Karen Dwyer and Ali Clennett who worked with one of our children with special rights. Diane Vincent filled Annette's position while she was on leave this year and continued with our play based curriculum. This year educators embraced The Early Years Learning Framework for Australia (Belonging, Being, Becoming) and incorporated it into our Child Initiated Curriculum and Reggio Emilia inspired practices. As part of our Quality Improvement Plan we ensured that families were well informed about EYLF through parent displays, newsletter information, children's portfolios, learning stories, programming journal and the fortnightly program. Disposition posters were developed and displayed to highlight the importance and values of learning through play, which educator's document throughout children's learning stories.

As part of educators professional learning and keeping abreast of current research all staff attended Adelaide's Thinkers In Residence program with Carla Rinaldi which inspired the staff team into further reflection of current teaching practices. The outcomes of these reflections included a whole staff team approach to documenting our sites philosophy and guiding principles so that all Frieda Corpe educators including relief staff were on the same page in the way that we engaged with children and families as co educators and planned for and documented children's learning. This was also added to our parent handbook, induction folder and web site and displayed around the centre.

From our involvement in a self-inquiry project with Wendy Lee, changes were made to the ways in which we documented children's learning in learning stories. The outcomes of these changes included a more respectful approach to valuing children as capable individuals and learners as the learning story was written to them using language that highlighted their learning. Children were hearing language that described them as learners by referring to positive learning dispositions. This was also followed through into their daily play experiences and educators observed children using this language by referring to themselves as being resilient, confident, curious and creative during their play. Educators also observed children's development of a more positive mind set with their learning.

Where to next: Partnerships with families: In the New Year, educators will share their personal learning stories with families as a way of connecting with families. A learning story information page will be developed that explains in more detail why we document children's learning this way and will provide more opportunities for families to share their learning stories about their child from home.

Aligning with the Southern Adelaide Regional Improvement plan we continued with a whole site approach to literacy development. Our program focused on developing children's understanding of rhyme, alliteration and syllables and data gathered demonstrated continuous growth in literacy learning for each of our learners. It was observed that children with speech and language needs often found these areas more challenging so strategies were implemented with a timely targeted one to one approach with an educator to further develop these understandings. The following criteria was also

used to track children's literacy development and understandings and plan for learning: Children explore a rich range of written, spoken and visual texts, children observe, recognize and engage with environmental print, signs and symbols, children begin to understand the connections between written, oral, digital and visual language, children become aware of the relationship between print and meaning in their early writing, children have the confidence to express their ideas, thoughts and feelings through a range of media and children communicate effectively. This learning was evidenced throughout children's individual learning stories.

Throughout our Reggio Emilia inspired practices children were encouraged to express and communicate their ideas in a multiple of ways and then revisit their learning to reflect and then further their understandings.

Educators continued with the You Can Do It program which encouraged children to develop a positive growth mindset. Children were observed using the language from the program as positive self-talk. With children's increasingly busy family lifestyles we found an even greater need to assist children with relaxation strategies. Part of our daily practices with the children included yoga, guided relaxation stories, sensory experiences and breathing techniques.

Where to next: We will source hands on visual resources to further enhance children's development of rhyme and alliteration.

Utilize resources purchased from Sue Harris as a follow up on her puppet shows with our children to further develop children's literacy skills and emotional development through guided puppetry.

Explore self-soothing strategies as part of relaxation in more depth with the children.

Quality Area 2: Children's Health and Safety

The main areas that we have reviewed this year in relation to promoting children's health, safety and wellbeing have included staff rosters to ensure adequate supervision of children across the inside and outdoor learning environment, limiting our intake of families to meet revised site capacity in line with our site's Priority of Access policy, implementing more effective ways of managing hygiene practices including change of automated soap dispenser, hand gel, transitions in using the bathroom before lunch, information to families re toileting, healthy eating and ways of assisting children's wellbeing. As a way of assisting children with their wellbeing at kindergarten staff have continued with relaxation routines and techniques to help children with their positive self-talk and self-soothing strategies which has helped them to self-regulate their emotions. Policies and procedures required as part of the National Standards have been developed and are available through our website and policy folder at Kindy.

Our Parent Voice group reviewed and updated our Healthy Eating Policy to encourage families to provide not only nutritious snacks but more so nutritious lunch boxes. Staff completed lunch box audits over the year to check that families were remembering not to put in foods that contained nuts re our children with anaphylaxis and keeping foods safe with ice packs. Educators noticed an increase in unhealthy treats and packaged foods making their way into children's lunch boxes. Strategies implemented: cooking healthy snacks at Kindy with educators, parents and local nutritionist and recipes sent home to promote healthy food choices. Sending our healthy eating policy home again with added visual examples to families and helpful websites re nutrition.

Outcomes: Educators noted that some families had used the recipes at home with their children and included these healthy options in their child's lunch box. More children were involved in cooking activities at Kindy which not only promoted healthy eating but also a sense of fun with the social aspect of cooking together. Children asked to take the recipes home to share with their families. What a great way to share healthy eating options and special family time together!

Where to next:

Engage children in a range of learning experiences in the vegetable garden that incorporates all areas of the curriculum.

Develop a healthy eating questionnaire for families to review how we can best support children and their families.

Quality Area 3: Physical Environment

In consultation with the Parent Voice, children, parents and Play Safe we modified the existing outdoor area to increase useable, flexibility whilst ensuring age appropriate risk taking can occur safely. The much loved playground was re positioned so that the children could still use it in their play with appropriate fall materials and space around it. More shrubs and flowers were planted to encourage the butterflies back into our garden and create little nooks and places of interest for the children. Natural resources were brought in by parents and educators to help support the children's learning in the outdoors. Children created their own cubby houses and further developed their social and problem solving skills through their dramatic play.

Through our purchase of new outdoor equipment children were engaged in targeted gross motor skill development including ball skills, jumping, hopping, skipping, running, weaving, co-ordination and balancing. The sensory pods were a great hit with the children which encouraged their involvement in sensory perception and balance which have been a fantastic resource for indoor active play during wet weather. Other equipment such as wheelies, horses, totem tennis, jumping sacks, shovels have encouraged children to be active and engaged in keeping fit and healthy.

The budget was also developed to purchase resources to further children's literacy and numeracy development in the beautiful outdoors. Finska has been popular with the children a game developed in Sweden, like skittles. We have utilized it on the grass as well as in the sandpit with the children practicing hand eye coordination as they name a number and then aim the thrower. Part of this activity included writing their name on a chart, reading and recording numbers and engaging in addition.

Where to next: Digging up concreted areas to plant more trees and shrubs to create more shade and special play spaces for the children.

Developing more outdoor prop boxes with the children to extend their dramatic play, creativity, literacy and numeracy development.

Reviewing children's indoor/outdoor active play. How many hours of active play are children engaged in during their time at kindy?

Quality Area 4: Staffing Arrangements

The highlight this year has been utilizing our Universal Access money to employ Jazz as our .4 teacher and Chris as our lunch time carer and support worker. The skills and expertise that both these educators bring has created an even more diverse program that has supported children's learning and development. With this staff support Kerry has been able to roster administration time and work through the National Standards advancing Frieda Corpe Kindergarten to meet these Standards in all seven areas. This has involved reviewing our policies, procedures and practices and developing a Quality Improvement Plan with the Parent Voice and educators. Actioning all of the goals and priorities has taken organization, commitment and persistence but we have continually progressed forward with this over the year.

The provision of non-contact time has enabled educators to meet with parents, program, network with the Beach Road Cluster and other local schools and meet with inclusion support professionals. With educators requiring sick leave throughout the year specific staff were employed to provide continuity for the children and families with staff that have worked at the site previously.

Educators utilized a closure day to review our Philosophy and further consolidate our Statement of Principles. Learning conversations were shared about current theorists and educators and our values and beliefs which then lead to a review of our teaching practices to ensure they matched our values. Educators then collaboratively formulated our Philosophy and Statement of Principles which was shared with our Parent Voice and then updated in our parent handbook and displayed in the Kindergarten.

Throughout the year educators have engaged in professional learning to update qualifications and keep abreast of current research and practices. Learning is collaboratively shared during staff meetings and closure days.

With the increase in work load this year educators have successfully shared tasks and responsibilities which has lead to shared leadership. Tonia our fabulous Early Childhood worker has familiarized herself with the Early Years System and performs administrative duties such as uploading enrolments, daily roll book, collating and printing out check lists, assisting with data collection and keeping abreast of Occupational Health and Safety tasks. Educators have mentored relief and contract staff to increase the skills and capacity of team members in areas of programming, site practices, philosophy and documenting children's learning. Educators keep abreast of individual children and planning through check lists, learning stories, learning story data, planning proforma, learning journals and formal discussions with other educators.

Where to next: Review how effective this year's contract staffing allocations were and make necessary changes for the following year.

Quality Area 5: Relationships with Children

This year we have been part of the trial in delivering preschool over two days of 7 1/2 hours. There were 5 objectives to the review: 1. Learning outcomes for the children are developmentally appropriate. 2. Attendance patterns are reflective of the norm. 3. Staff entitlements are maintained. 4. Staff wellbeing is maintained. 5. Parents are satisfied with the new model.

Data collection methodologies have included parent surveys and questionnaires, RRR wellbeing observations, staff questionnaire, staff wellbeing questionnaire, attendance data, and reviewing learning stories.

Outcomes: Changes were made to having a flexible pick up time after 3.30pm so that families could continue to socialize in the Kindy garden. Individual transition arrangements were also made for children to suit their needs.

The model works well at our site however a 3.30pm finish would work more smoothly. Staff found that they increased their organizational skills and time management to be able to work effectively in the time given for administration duties. However we all agreed that the work load irrespective of the 15 hours had increased this year with the many changes that the Government and DECD implemented and educators felt quite exhausted. We have been informed that we are able to continue with the model next year which parents, the community and staff are pleased about.

Our Transition program and orientation for children and families has been well received. It has given educators an opportunity to develop partnerships with families and connect with the children to form crucial relationships for children's wellbeing and learning at Kindy.

Where to next: Next year I plan to continue with the current transition program and staff will collaboratively strategize as to how we can continue this crucial transition program when we have a single year intake.

We will engage in a site inquiry using RRR Active Learning scale "How can we assist children with smooth and calm transitions for continuity of learning and wellbeing?"

Quality Area 6: Collaborative partnerships with families and communities

To increase community connectedness we have had a number of parents and members of our community come and visit the children and share their occupations, interests and passions; ambulance drivers, chefs, artists, nutritionists, playing musical instruments, sharing cultures and traditions. With a temporary change in staff, educators also brought in their interests to connect with the children and families.

Peter Hill our local nutritionist visited consistently throughout the year with take home kits for families that promoted healthy eating. Peter also shared cooking experiences with the children to promote a sense of fun, belonging and community sharing around food. Parent's interest in coming into Kindy to share a healthy cooking experience with the children increased this year. Where possible food was utilized from the vegetable garden and a wonderful sharing of gathering, preparing, making, cooking and eating of food took place. Educators made a photo poster display of this community sharing to promote healthy eating and parent involvement.

Incursions/Excursions this year have included our visits to our local animal hospital, our visit from Animals Anonymous and Sue Harris puppeteer which have supported children's learning as part of the Child Initiated Curriculum.

The children's Art Show at the Port Noarlunga Art Centre was once again the highlight of the year. Children worked on pieces of art that they wanted to showcase in the art show as a celebration of their individuality and creativity. Their works of art were displayed at the gallery for 4 weeks and open to the general public. The opening night was such a special night for the children and was well attended by families and friends. It was such a fantastic way to promote children's learning through play and celebrate children's creativity and individuality.

We have continued with our visits from our local podiatrist, nutritionist and CAFHS nurse and promoted other services and events within our community to families via our newsletter and fliers.

We have continued to support work experience students from local High Schools which has also been a great opportunity to further promote the power of learning through play in the early years.

Where to next: A sharing of learning stories from home to kindy that captures the continuity of learning between home and Kindy and values parents as children's first and foremost educators. The learning stories also share children's current interests which educators can then bring into the Child Initiated Curriculum and promote parents involvement in programing and involvement at the centre.

Redesign how and where we display and provide information to our families so that it is effective and useful. Make a larger parent information area with brochure holders so that families can access community services information more discreetly if they wish.

Quality Area 7: Leadership and service management

In the parent survey about this preschool parents responded (strongly agree) to all of the following questions: 1. This preschool is well organized this year. 2. I have confidence in how this preschool is managed. 3. I believe there is effective educational leadership within this preschool.

Parents also included the following feedback:

"The staff at this kindy are always striving for excellence in learning and demonstrate commitment to this learning community beyond DECD expectations. Importantly they put the child at the centre of the learning community and are inspirational educators..."

"The quality of teaching at Frieda Corpe is amazing. The teachers are enthusiastic, friendly and totally dedicated to getting the best out of the children. I cannot speak highly enough of the teaching and learning practices there."

“The Kindy is managed very well, and all staff work together really well.”

“We cannot speak highly enough about all aspects of the kindy.”

Part of my effective leadership management has been developing an environment of trust and openness whereby we are all learners together. Educators are motivated to continually improve and build on their skills, understandings and knowledge which benefits their personal growth, the staff as a team, the children and their families. Self-reflection is an important part of our learning and has become part of our daily teaching practices. Educators feel safe and supported to be able to share their reflections openly and engage in a sharing of ideas for continual improvement.

This year our focus has been on furthering our knowledge with Reggio Emilia Practices. All staff attended professional learning with Adelaide’s Thinker in Residence- Carla Rinaldi. Who inspired us all with innovative practices and excellence in Re- Imaging Childhood.

Outcomes: Consequently changes have been made to the way we document, display and record children’s learning and how we set up the learning environment. More natural materials are being used to engage children in creative experiences that create wonderment and explore nature. The positive ways in which this has supported children’s learning has been reported to parents and the community via children’s displays, learning stories, newsletters, and parent displays.

Educators attended the S.A Teachers Conference in their holidays which highlights their dedication and commitment to keeping abreast of current teaching practices.

Kerry and Tonia attended the S.A prestigious Biennial Education Forum DECD Research and Innovation. We were asked to share our site’s practices in innovation, equity and excellence which was telecast nationally. Our presentation went well and it was a fantastic opportunity to showcase Frieda Corpe Kindergarten and our fabulous ‘community of learners’ with a learning together approach supporting our Child Initiated Curriculum and the Early Years Framework.

Educators continued with our practitioner inquiry with Wendy Lee-Pedagogical Leadership. This powerful practitioner inquiry has had profound changes to us as educators as well as on a personal level. From this inquiry came a changed mindset in the educators which transferred to their teaching with children. Educators’ language changed to support a positive growth mindset in not only themselves but the children as well. It was and continues to be a challenging and self-confronting journey for some educators but the outcomes for supporting children in the development of positive learning dispositions and the importance of this was deeply cemented and actioned into daily teaching practices. Documentation of children’s learning has also changed to support this in their learning stories.

Where to next: I am currently leading the change into reflecting about what we document in children’s summative reports and exploring how they reflect children’s development of positive learning dispositions.

Further self-reflection and professional development about “habits of mind” would be beneficial to share with our community in relation to children’s learning and development.

Intervention and Support Programs

We have noted an increase in children with speech and language needs this year. They have received targeted support programs with Chris (support worker) in conjunction with Michelle Hancock (DECD Speech Pathologist) consistently throughout their Kindy year. This has also included home programs and Kindy programs which have helped to consolidate children’s learning. All of the children that received support have made significant improvements with their speech and language which has also positively impacted on their social and emotional wellbeing.

The changes that we have made this year have included ways of identifying children with speech and language needs earlier. Since we no longer have the capacity to offer families playgroup or Pre entry because of the Governments 15 hours of Kindergarten for 4 year olds Educators have been concerned about how we can develop relationships with our children and families before attending Kindergarten. Educators decided to run a transition program in their own time to enable this to happen. During this transition program information is shared with families about the Kindergarten, speech development and special needs, information is listed on their child’s enrolment, educators document children’s speech and language during transition and term 1 of Kindy which Kerry collates into a check list. Educators have sourced a specific speech and language screening test to gather information which can then be shared with families and our Speech Pathologist which has been most useful for accessing support in a timely manner.

Report from Governing Council

'The 2012 year has been an exciting and busy one for Frieda Corpe Kindergarten, while the teachers priority is always the children and their learning experience they have been busy working in the back ground to ensure that the Kindy is compliant with the National Standards. This task has been extremely time consuming for the teaching staff, particularly Kerry, and they have done a wonderful job managing this task while ensuring that the children and their learning experience was not disrupted.

The introduction of the Kindy t-shirts has been a wonderful opportunity to bring the children together and create unity, as well as making the decision of what to wear to Kindy each morning much easier.

The Children's Art Show was a great success, and it's a wonderful opportunity for families to come together and celebrate the learning of their children. It was such a special night for my family as I'm sure it was for many others and we thank the staff for all the time and effort they put in to make this night such a success.

The Child Initiated Curriculum has given the children the opportunity to explore and share their ideas and is such a wonderful way for children to get excited about learning. I know my daughter was particularly interested in learning about the Human Body and this is a topic we are still learning about at home.

As parent's we are extremely happy with the experience our child has received at Frieda Corpe Kindergarten, the care, passion and time that the teachers invest in the children is evident the moment you walk through the door. It's reassuring to know that we are leaving our child in such caring hands.

I know my child's experience at Frieda Corpe will be one that she will treasure for the rest of her life and as she leaves the security of the Kindy environment for school, I know that the teachers have done a wonderful job in helping to prepare her for the next steps in her education.

A very big thank you to Kerry, Annette, Tonia, Jaz, Chris and all others that have given their time to make 2012 such an exciting year for the children.'

Jaime Maiden (Governing Council Rep)

Student Data

Enrolments

Figure 1: Enrolments by Term

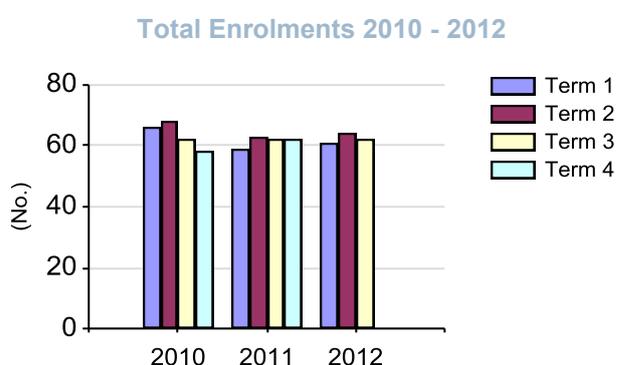


Table 1: Enrolments by Term

Enrolment by Term				
2010	66	68	62	58
2011	59	63	62	62
2012	61	64	62	

Based on person counts in the two week reference period each term.

Excludes pre-entry.

Source: Preschool Data Collection, Data Management and Information Systems

We have been at capacity for 3 years now with a substantial wait list based on our Priority of Access. In reviewing our wait list we have now limited the number of families that we will take on our wait list and only take families in the immediate surrounding areas who will be attending Port Noarlunga Primary School or our feeder private schools. We have also limited our places for next year to comply with the National Standards and our site capacity. If we are at capacity, families in our area are given the name and address of neighboring centres that have vacancies and are kept on our wait list and given priority for the following term.

Attendance

Figure 2: Attendance by Term

Attendance Percentages 2010 - 2012

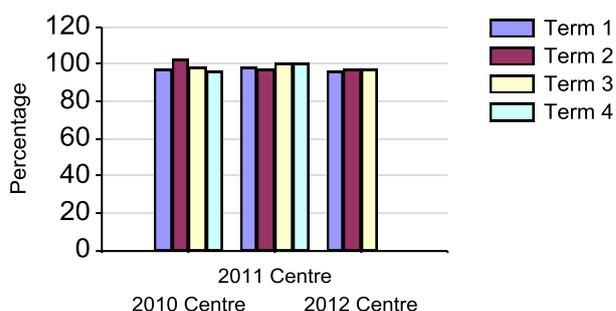


Table 2: Attendance Percentages 2010 - 2012

Attendance Percentage				
Year	Term 1	Term 2	Term 3	Term 4
2010 Centre	97.0	102.9	98.4	96.6
2011 Centre	98.3	96.8	100.0	100.0
2012 Centre	96.7	96.9	96.8	
2010 State	88.8	90.3	88.0	88.2
2011 State	89.9	89.1	88.4	89.6
2012 State	87.4	85.9	84.4	

Based on attendances recorded in the two week reference period each term, and calculated to an average unadjusted daily attendance (deemed attendance). Attendance percentages are based on the calculated deemed attendance (integer), divided by the number of enrolments. Excludes pre-entry Note: Figures have been revised for previous years, using integer deemed

We are very pleased with our children's attendance and have received positive feedback from families regarding their values on attending Kindergarten regularly. Most of our families phone to notify us of illness or a family holiday when their child is going to be away. Unless a child is unwell our families attend Kindergarten regularly. Our two full day program was voted for by the majority of our families in our community which is also a reflection on why our attendance pattern is very positive. In listening to and valuing parents' voice we also offer a flexible pick up time from 3.30pm so that families can socialize together in the kindergarten garden and continue their learning with friends and family which supports our valued sense of community.

Feeder Schools

Feeder School Percentage Data

Table 3: Feeder School Percentage Data 2010 - 2012

Feeder Schools				
Site number - Name	Type	2010	2011	2012
0251 - McLaren Vale Primary School	Govt.		1.8	
0313 - Old Noarlunga Primary School	Govt.			2.0
0362 - Port Noarlunga Primary School	Govt.	61.5	63.6	66.0
0379 - Reynella Primary School	Govt.	1.5	1.8	
0921 - Christies Beach Primary School	Govt.	6.2		2.0
1019 - Christie Downs Primary School	Govt.	1.5		
1056 - Woodend Primary School	Govt.	1.5		

1071 - Moana Primary School	Govt.		1.8	
8014 - Woodcroft College Inc	Non-Govt.	1.5	1.8	
8016 - Southern Montessori School	Non-Govt.	1.5		2.0
8390 - Prescott College Southern	Non-Govt.	3.1		4.0
8498 - Tatachilla Lutheran College	Non-Govt.		7.3	2.0
9014 - St John the Apostle Catholic School	Non-Govt.	7.7	12.7	8.0
9755 - Emmaus Catholic School	Non-Govt.		1.8	
9756 - All Saints Catholic Primary School	Non-Govt.	13.8	7.3	14.0
Total		99.8	99.9	100.0

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

Due to rounding totals may not add up to 100%.

Source: Term 3 Preschool Data Collection, Data Management and Information Systems

The majority of our children transition to Port Noarlunga Primary School with a significant number of children also going to All Saints and Saint John's private schools. We have encouraged educators from other sites to visit our transitioning children at kindergarten. This has enabled valuable learning conversations with school educators to support children's positive transition from Kindy to school making it more seamless.

Client Opinion

As well as the DECD Parent Survey, families were also given a Site Parent Questionnaire which enabled us to get more immediate feedback to then act on. We asked families to comment on what do we do really well at F.C.K? What/Where could we improve on? and how is their child managing the 15 hours of Kindergarten?

The responses were very positive: The things we do well....

"The staff are very professional and helpful"

"We like the way the teachers approach each child and respect their personalities."

"You have the children's best interest at heart and are great at connecting with the children to determine what they need."

"Make all the children feel relaxed and welcome in a very happy, friendly and safe environment."

"Support individual strengths"

"Give feedback to parents about children's progress."

Where could we improve?....."Introducing new parents to relief staff." "I would appreciate more feedback on my child's development without having to initiate it myself." "We would love to see more numeracy and literacy taught at Kindy."

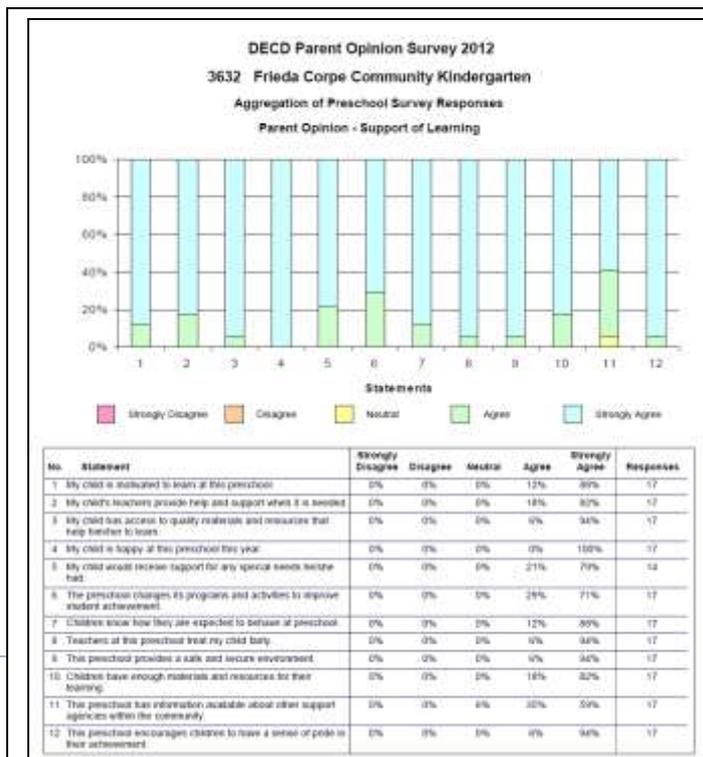
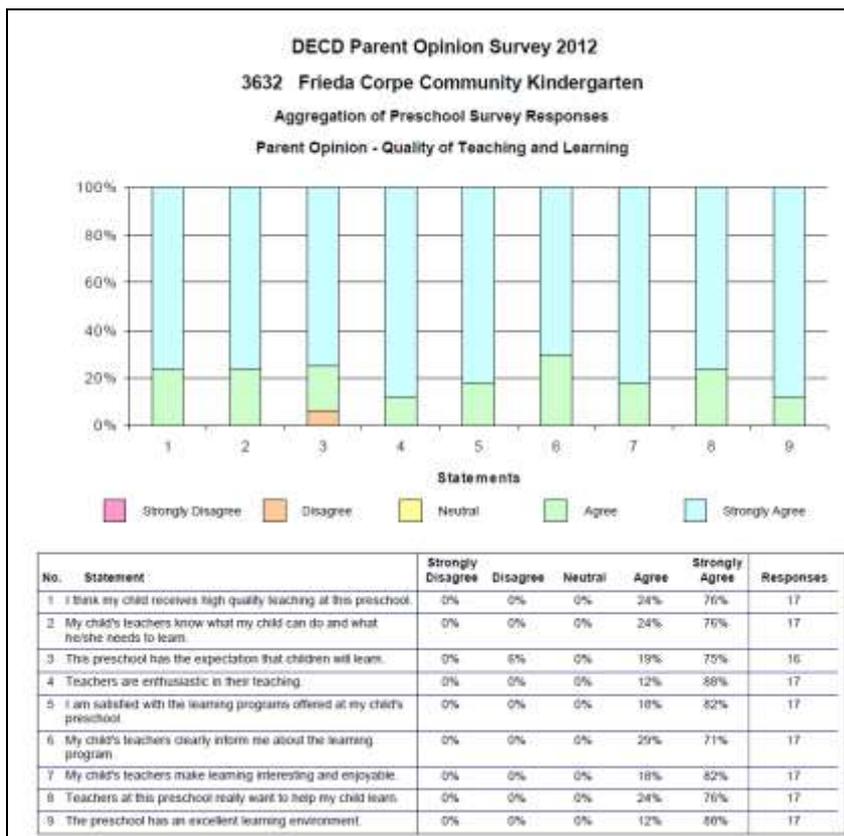
"I don't really think there are any obvious areas which need improving. I really like the fact that parents are encouraged to use their life skills and experiences as an extension to the Kindy's teaching staff."

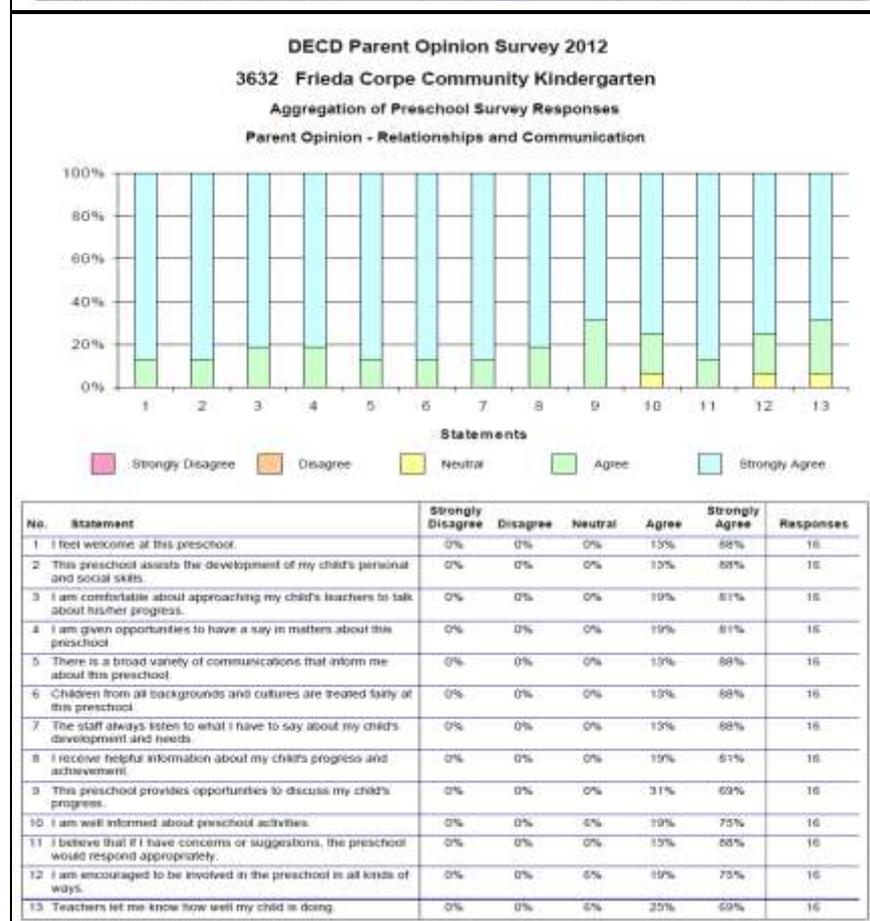
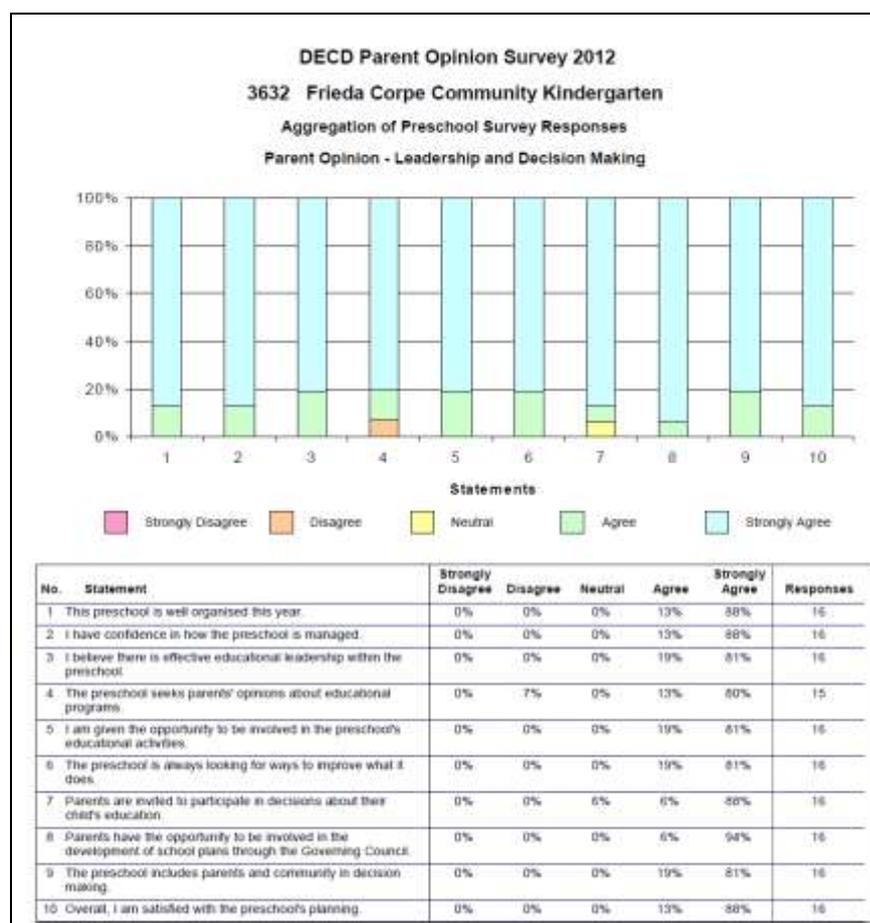
The outcomes from this feedback included: Kerry personally having chats with parents that put their name on the feedback form to discuss their ideas/questions further. A letter that went out to all families thanking them for their feedback and questions addressed in this letter. A parent display at Kindy, describing the importance of pre literacy skills- phonological awareness, print awareness and oral language and how we program for this at Kindy. Information about children's literacy development and ideas of how to develop this at home was sent home to families as well as information about PLAY-what is it, why is it important- play is the way Wilson McCaskill and information about the importance of developing children's learning dispositions through play.

This information was also added to the parent handbook and onto our web site.

We reviewed the way we captured children’s learning through individual learning stories and changed the way documented them to address them to the children. The learning story was then not only shared with the child and put into their folder but a copy sent home that same day so that families were informed of their child’s learning and development. Educators also kept a check list to ensure that they had learning conversations with all parents about their children twice a term as well as incidental conversations. Parents whose children are in their second term of kindy also have the option of a more formal discussion and all families are reminded in the newsletter that they can book in for a formal discussion about their child at any time.

Kerry organized a professional photographer to take individual photos of all of the staff which are put up daily with the children’s photos to indicate who is here today. A lot of information is provided to families in the monthly newsletter which is provided in both a hard copy and via our web site. This keeps families updated with what is happening at Kindergarten.





Financial Statement

GOVERNING COUNCIL REPORT - December

	Budget	Monthly Spend	YTD Spend	Bal Remain
Income				
State Office Allocations				
DECD Global Budget Salaries/Monthly Grants	342,782.00	24,781.57	370,794.93	-28,032.93
Other Decc Grants	0.00	47.40	1,170.40	-1,170.40
Kindy Fees	24,000.00	3,910.00	28,138.00	-2,138.00
Fundraising	1,500.00	410.00	3,251.00	-1,751.00
Other				
Donations	50.00	0.00	200.00	-150.00
Excursions	1,000.00	101.82	1,475.90	-475.90
T-shirts & hats	0.00	0.00	993.84	-993.84
Interest	50.00	0.00	959.51	-909.51
Miscellaneous	200.00	0.00	130.00	70.00
	389,582.00	29,230.79	405,111.38	-35,549.38
Expenditure				
Learning Plans				
Aboriginal resources	1,000.00	0.00	0.00	1,000.00
Outdoors upgrade	10,000.00	0.00	3,017.48	6,982.52
Literacy & Numeracy	1,500.00	13.84	398.91	1,103.09
Resources/Equipment	6,500.00	488.56	8,130.83	-1,630.83
Curriculum				
Furniture	7,513.00	0.00	5,781.19	1,731.81
Materials/Cons/Stationery	7,000.00	494.84	8,119.88	880.12
Excursions	800.00	440.00	1,480.00	-680.00
Professional Development	3,000.00	138.32	1,259.05	1,740.95
Salaries	331,511.00	24,794.93	339,434.00	-7,923.00
(inc additional support hours)				
Administration				
Photocopier/printing/ink (includes monthly repayment contract \$212/month)	6,000.00	193.07	3,923.86	2,076.14
Postage	200.00	54.55	161.00	39.00
Finance Officer	2,500.00	405.80	2,545.78	-45.78
Website maintenance	300.00	0.00	385.00	-85.00
Facilities				
Maintenance Hotline	0.00	0.00	-58.29	58.29
Grounds/Build maintenance	4,000.00	817.72	3,404.52	595.48
Cleaning wages	8,500.00	1,705.20	9,352.40	-852.40
Cleaning (superannuation)	900.00	141.12	758.18	141.82
Utilities				
ETSA & Gas	2,000.00	909.10	1,190.49	809.51
Telephones	1,500.00	228.30	1,223.34	276.66
Water	1,200.00	487.75	1,740.85	-540.85
Fundraising	500.00	0.00	854.17	-154.17
Other				
T-shirts/Hats	0.00	5.50	2,153.85	-2,153.85
Misc	200.00	0.00	336.31	-136.31
Bank fees/charges	25.00	0.00	0.00	25.00
	396,549.00	31,118.20	393,392.38	3,156.62
Bank SA		15,857.37		
SASIF		61,329.44		
Closing Bank Balance		76,996.81		

FUNDRAISING

**T-shirt money has been taken out of fundraising and given it's own budget line.

ACTIVITY	Income	Expenditure	Profit/Loss
Bulbs	\$499	\$264.00	\$235.00
Freezframe Photos	\$225	\$0.00	\$225.00
Art Show (all sales)	\$2,478	348.00	2,130.00
Veggie garden	\$49		49.00

Thank you to our community of learners 2012, what an inspiring year we have shared together.

Opening hearts and minds to lifelong learning. Kerry, Annette, Jaz, Tonia and Chris