Children displaying some of their art works at our Art Exhibiton.

The art priority was a very important part of children’s learning in 2012 and also became a successful fundraiser when children’s art was auctioned.
Kimba Community Kindergarten is situated centrally within the town on a stand alone site. The centre operates over three days, with two full day sessions and one half day session to make up the five sessions totaling 15 hours per week. Occasional Care operates within the centre and the four sessions are well supported. Playgroup is also available.

Kimba Community Kindergarten has had enrolments varying between 13 and 17 in 2012, plus up to 9 pre-entry children in a term. Many children travel from outlying areas to kindergarten by bus. Most children from our centre will continue their schooling at Kimba Area School.

At Kimba Community Kindergarten

we believe that childhood is special and that all children have the right to the magic of childhood.

To run and jump in the sunshine,
To have time to think and investigate
To laugh, to sing, to dance
To grow, to learn,
To feel special and loved,
To have fun!

We value Honesty, Respect, Responsibility and Achievement.

Highlights of 2012 which engaged children and assisted them in their learning and development included:-

A Mother’s Morning which all mothers attended, joining children’s activities and decorating a photo frame together to hold a photo of mother and child.
Regular visits to the school reception class and community library.
Simultaneous story time, shared with school children at the library, when The Very Cranky Bear was read.
Day Centre Olympics which included a march on, children and seniors competing in events together and a cheering squad. The “Queen” attended to award medals.
Art Priority – Visiting artist, Abbey Stevens, worked with children exploring drawing, painting, colour and background. Children learned about self-portraits, landscapes, still life and abstract painting which they produced on canvases. Their work was displayed in an exhibition to which parents and friends were invited. Canvases were auctioned to strong bidding. Children sold muffins which they had baked to the crowd.
Our annual Walkathon had the theme of “Year of the Farmer” and concluded a series of learning activities about farming and the food journey from the farm to the plate.
In our activities relating to time children built a shadow clock and were extremely interested in following the changes to the shadow and the time.
Children enjoyed using their “work books” to draw pictures and have stories written about them which they loved having read back to them later.
Our first group or Same Day Start students started pre-entry in preparation for starting in 2013 – 9 boys!!
Quality Improvement Plan

Quality Area 1: Educational program and practice

Key Priorities for the 2012

1. Numeracy
Targeting understanding that length, mass and time can be measured in units, measurements can be compared and various methods can be used for measuring.
Children were given opportunities to measure length using counters, popsticks and footsteps. They used comparisons of short, shorter, shortest, long, longer, longest and tall, taller and tallest, not far and long way. Children used a beam balance to compare weight to find lighter and heavier. They measured weight using blocks as a unit. Children weighed and measured ingredients when cooking.
Children experienced different methods of telling time – using an egg timer, using a shadow clock and using an ordinary clock. They discussed day and night and days of the week.
Children were exposed to measurement vocabulary and encouraged to use it.

Outcomes – children were able to

- use a standard item to measure length
- compare size
- make reasonable estimates
- use a beam balance
- become aware that time is divided into hours, days, weeks, months and years
- use a shadow clock
- increase their vocabulary of measurement words

2. Literacy
Targeting phonological skills, family involvement and developing children’s confidence in drawing and dictating a story for staff to scribe.
We continued to use the Screen for Phonological Awareness in a child’s first term and third term of kindy to gauge their progress. Regular activities in rhyme, syllable and initial sound were provided. Children were exposed to increased vocabulary on differing themes through activities and staff modelling. Parents were encouraged to further children’s exposure to rhyme, syllable initial sound and vocabulary by being informed of what was happening at kindy and extending this at home. Parents were encouraged to read to their children regularly and children were provided with library books regularly. Children were provided with work books which they were encouraged to draw pictures in and tell the teacher what to write for them. Children’s stories were read back regularly. Class big books were also made to read together with each child contributing.

Outcomes:
- All children tested showed substantial growth in phonological skills between the two testings.
- Many children showed evidence of having family support with their phonological learning and of being read to.
- Children learned that words are written to tell a story, and that the words remained constant.
- Children gained confidence in constructing stories for their pictures and showed enjoyment out of reading and sharing the stories.

1. Art
Our aim was to give children the experience of watching an artist at work, for children to discover there are different types of paintings and art works and for them to be able to experiment at producing some of the different types of art works.
We organised for Abbey to do a series of visits in which she demonstrated various skills and techniques, introduced the children to oil pastels and discussed colour. Children were then given opportunities to experiment with different styles, mediums and colours, with Abbey’s guidance. Children were given canvases on which they were able to create their masterpieces. Children researched (with parents’ assistance) and then spoke to the class about different artists. They also gave comments on their own works and their preferences. All the children’s works were displayed in an art exhibition held at the kindy for families and friends.

Outcomes:- Children

- were able to see an artist at work.
- became aware of different styles of painting and drawing.
- learned some art terminology and processes such as colouring a background.
- capable artist they are.
We were able to share the results of the children’s work with the community at the art exhibition, and to raise funds through auctioning the paintings.

There was considerable literacy learning such as discussions, new vocabulary, listening, research and reporting, and reflecting on art works that added to children’s learning experiences. I was asked to talk about the literacy outcomes of our art priority at the Early Years Conference at Wudinna.

Also identified was a need to develop our assessment of children’s learning with a view to targeting our learning activities to children’s needs, and to reflect on and evaluate the program. A trial of a Data, Assessment and Reporting Tool for Literacy, Numeracy and Wellbeing was introduced and all children were assessed on their entry term and will again be assessed in their third term. Initial use identified that auditory memory and comprehension is an aspect of children’s learning that we need to plan for.

Quality Area 2: Children’s health and safety

It was identified that staff needed to update training in Responding to Abuse and Neglect, and redo their asthma and anaphylaxis training in light of the new requirements.

All staff have completed these trainings.

Quality Area 3: Physical Environment

The need for an upgrade of toilet facilities has been an ongoing issue and DECD facilities management was once again notified in 2012. The need for clean, hygienic and safe floor coverings, has also been an ongoing issue, and facilities was once again notified. Maintenance funding has been made available for 2013/2014 which will make it possible to have floor coverings replaced. The application has been approved and facilities are now putting processes in place.

Quality Area 4: Staffing Arrangements

It has become increasingly difficult for staff to handle the required work load in the time allocated. Having insufficient time for planning, becoming familiar with and implementing new strategies, for mandatory training, for working in collaboration and for networking is impacting on the ability to provide the desired level of service and therefore the health and morale of staff. Staff are working overtime to maintain the program.

In 2012, one staff member gained a Diploma in Children’s Services, one a Certificate III in Children’s Services and a third is working on Certificate III at present. This means all our staff will have the necessary qualifications to meet National Quality Standards.

Quality Area 5: Relationships with Children

Staff to become familiar with Regulation 155 – Interactions with children.

It was felt on discussing this regulation that our centre provided a secure and happy environment for children and was responsive to their needs.

The site behavior guidance code was updated with reference to bullying and uploaded to website.

Quality Area 6: Collaborative partnerships with families and communities

Having policies accessible to parents and gaining parent input when updating.

Policies are now available on the website and parents informed of this in newsletters. Parents review updates.

Review and update parent handbooks, information to new parents, community information, newsletters and website.

These have been reviewed and updated with new information, session times etc. Information has been placed at CAHYS, on community notice boards and at the health centre.

Review orientation for new parents, open day to inform parents and answer questions.

An Open Day/information day is being planned for end of Term 1, 2013.

Quality Area 7: Leadership and Service Management

Complaints and Grievance procedures to be put in place – parents notified, pamphlets available, information on website

Performance planning procedures - A review of procedures is being undertaken, training in RRR and performance planning procedures has been undertaken to be trialed with staff in 2013.

Quality improvement processes - A quality improvement review was undertaken by staff and a Quality Improvement Plan developed with many targets met. QIP to be reviewed and new targets to be set for 2013.
Intervention and Support Programs

Support has been provided for children with speech issues. The speech therapist has been visiting twice per term assisting with assessment and programs for children. An early childhood worker has been engaged for the necessary number of hours each week to assist these children with their speech programs. All children on programs are making significant progress.

Report from Governing Council

Chairperson’s report for 2012

This year, our committee consisted of Kim Redden (secretary), Jill Davey (treasurer), Sharon Rodda (playground rep), Sue Murphy (Kindy director), Justine Phillips, Jacqui Larwood and Kristen Arcus. The commitment you all gave to be part of our Governing Council, never went unnoticed or unappreciated. To Justin Phillips in his groundsperson role, we appreciate that the Kindy always looks so lovely, the gardens look neat, and the children always make the most of this lovely area with their outdoor playing and learning!

The Kimba Kindergarten saw a fairly “quiet” year, as far as fundraising efforts, as we had a mammoth year previously with establishing the new outdoor learning area. We still had some successful days with our annual walkathon, and a street stall. We also did crazy camel diaries, bulbs, sock it to you and various other small fundraising. This year, we had an auction of our children’s artistic designs, with self-portraits and still life on canvases. This day proved to be a HUGE success, with children’s parents and grandparents attending and bidding competitively against each other. A huge thankyou to Abbey Stevens, the Kimba Area School art teacher, for coming to the Kindy and helping our budding artists with their creations. The day was enjoyed by all, with the sale of muffins and tea/coffee also, which went towards the fundraising. It was good to be able to integrate children’s learning with our fundraising efforts both in the “Year of the Farmer” walkathon and the Art Exhibition.

A thank you to all those who put their hands up to take on any fundraising ventures. This year, our annual walkathon raised over $900 and was our major fundraiser for 2011. Our other fundraising included Kindy mugs, picture plates, Crazy Camel calendars/diaries, sock-it-to-you, toy catalogues, bulbs, street stall and the Kimba Show. We participated in the annual Kimba Show, and this year we did things a little differently. We catered with cold sandwich rolls and salad packs, pieces of cake and soft drink/water. The day was a success as far as fundraising, and we received very positive feedback from the community with our food! We also supplied a play area with some learning activities for children, so mums could sit and eat, while keeping their children entertained, and this too, was well received. A huge thankyou to all who helped setup and pack up on the day. It is a large job for 1 person, but when we all pull together, many hands make light work!

Funds were allocated to the purchase of an outdoor table for learning activities, a water wall, a sandpit table, some smaller indoor tables for craft and two book display cupboards. These items all go towards optimising our children’s learning, and helping with the development of social skills, and fine and gross motor skills, which is an integral part of a child’s development and learning. Funds were allocated to our art learning priority but the success of this venture saw this pay for itself.

We had regular discussions on the Early Years Learning Framework, becoming familiar with the concepts of Belonging, Being and Becoming and what our centre had been doing each week in regard to this. We provided articles in newsletters to inform parents.
The introduction of the National Quality Standards and the implications for our centre, were discussed. Governing Council made comments and suggestions on forming the Quality improvement plan. Our Parent Complaint Policy, Behaviour Guidance Policy and Sunsmart Policy were updated.

Universal Access was introduced this year and parents agreed that the present arrangement of two full days and one half day was working well.

A display board to inform the community of kindy happenings, and to display children’s work and photos of children learning at kindy was organised and the committee agreed to update it on a regular basis.

The 2013 budget was discussed and it was decided that we would cover the costs of an ECW for ten hours per week to optimise the learning of our new intake as DECD is not prepared to do this. Without this, seven of our students would only have been able to access 3 terms of preschool instead of 4.

Governing Council also agreed that the maintenance funding allocation should be used on replacing floor coverings as this is long overdue.

Sue, Katrin, Tania and Jill have all worked hard this year. You are all dedicated to the continuing education and improvement of our facilities. Our children are always growing and changing and quite “trying” at times, but you all continue to provide a safe, caring and balanced environment for our loved ones. Sue, you have been a guidance to me when I have been lost, and also the endless hours you put in to this kindy is admirable. We couldn’t ask for a better director, and early childhood workers.

This was the 2nd year I have been involved with the Kindy, and I still absolutely enjoyed every part of. To come to a meeting, catch up with other parents, have a say in our children’s education, and have fun at the same time, is truly a rewarding role to play in the Kimba Kindy. I encourage new mums to the Kindy to join the committee and be a part of your child’s education.

Thanks

Sarah Modystach
Enrolments varied between 13 and 17 during the 2012, plus there were up to an additional 9 pre-entry students. The intake of pre-entry students, who will begin their eligible year in 2013 included all boys.

There are no attendance issues apart from those which impact from isolation. Family dental and health appointments need to be made in distant locations which means that, in many cases, young children have to accompanying parents and therefore miss preschool sessions. Also when a new sibling is born a child goes with the family to a regional centre for the birth and may be absent for some time.

All children from Kimba Community Kindergarten will continue their education at Kimba Area School or by distance education unless they move from the area.
### Financial Statement

**7: KIMBA COMMUNITY KINDERGARTEN**  
General Ledger Profit and Loss for Prior Year, period 13

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<th>Account Description</th>
<th>PTD Posting</th>
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| **PARENT CONTRIBUTION REVENUE**                          |             |             |
| R-ZOP-6410 PRESCHOOL - PARENT CONTRIBUTION               | 0.00        | 3,920.00    |
| **Total for PARENT CONTRIBUTION REVENUE**                | 0.00        | 3,920.00    |

| **OTHER OPERATING REVENUE**                              |             |             |
| R-ZCO-6410 PRESCHOOL - OCCASIONAL CARE                   | 0.00        | 4,080.50    |
| R-ZOP-6815 PRESCHOOL - DONATIONS                         | 0.00        | 1,232.60    |
| R-ZOP-6820 PRESCHOOL - FUNDRAISING                       | 0.00        | 5,889.19    |
| R-ZOP-6890 PRESCHOOL - OTHER REVENUE GENERAL             | 0.00        | 285.64      |
| **Total for OTHER OPERATING REVENUE**                    | 0.00        | 11,487.93   |

| **NON-OPERATING REVENUE**                                |             |             |
| R-ZOP-6850 PRESCHOOL - INTEREST REVENUE                  | 0.00        | 427.80      |
| **Total for NON-OPERATING REVENUE**                      | 0.00        | 427.80      |

| **Total Revenue**                                        | 0.00        | 182,042.14  |

| **SUPPLIES AND SERVICES**                                |             |             |
| E-ZOP-7121 PRESCHOOL - CONSUMABLES                       | 0.00        | 1,794.32    |
| E-ZOP-7139 PRESCHOOL - FUNDRAISING EXPENSES              | 0.00        | 2,360.52    |
| E-ZOP-7148 PRESCHOOL - MINOR EQUIPMENT                   | 0.00        | 4,038.66    |
| E-ZOP-7169 PRESCHOOL - R & M                             | 0.00        | 249.96      |
| E-ZOP-7172 PRESCHOOL - CURRICULUM RESOURCES              | 0.00        | 983.09      |
| E-ZOP-7181 PRESCHOOL - STATIONERY                        | 0.00        | 2,431.18    |
| E-ZOP-7184 PRESCHOOL - GENERAL EXPENSES                  | 0.17        | 448.25      |
| E-ZOP-7190 PRESCHOOL - TELEPHONE                         | 0.00        | 516.03      |
| E-ZOP-7191 PRESCHOOL - POWER (AGL)                       | 0.00        | 475.26      |
| E-ZOP-7192 PRESCHOOL - WATER                             | 0.00        | 780.30      |
| E-ZOP-7193 PRESCHOOL - GAS                               | 0.00        | 144.50      |
| E-ZOP-7220 PRESCHOOL - CLEANING EXPENSES                 | 0.00        | 4,123.87    |
| **Total for SUPPLIES AND SERVICES**                      | 0.17        | 18,345.94   |

<p>| <strong>GLOBAL BUDGET EXPENSES</strong>                               |             |             |
| E-ZCO-79491 OCCASIONAL CARE FEES                         | 0.00        | 2,124.00    |
| E-ZDS-71111 GB-SAL/WAGES-TEACHERS                         | 0.00        | 85,402.74   |</p>
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**Total for GLOBAL BUDGET EXPENSES**  
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**EMPLOYEE EXPENSES**

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**Total for EMPLOYEE EXPENSES**  
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**Total Expenses**  
0.17  178,925.03

**Surplus or (Deficit) funds**

(0.17)  3,117.11