Reconciliation Mosaic created by local children, including those from Tanunda Kindergarten during a visit to the Barossa Bush Gardens for Reconciliation Week.
## Context

<table>
<thead>
<tr>
<th>Preschool Name:</th>
<th>Tanunda Kindergarten</th>
<th>Preschool Number:</th>
<th>2675</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preschool Director:</td>
<td>Petrea Smith</td>
<td>Region:</td>
<td>Barossa</td>
</tr>
</tbody>
</table>

Tanunda Kindergarten has its roots firmly planted in the history and culture of the Barossa. This gives a foundation from which it can view the future and aspire to new and greater things. Tanunda Kindergarten is a valuable element in the community held in high esteem. Community links are nurtured and strengthened at every opportunity. The make up of the Barossa community is changing in many ways. The needs and expectations of families are becoming more diverse and the kindergarten is continually liaising with families to ensure the service it provides is supportive of these needs and reflects their expectations.

After a year's absence, Petrea Smith returned as director. The core staff team of Sandy Modra, Penny Gilbertson, Sue Donohue and Bronwyn Taylor remain consistent. Marianne Lange provided Universal Access staffing during term one and two. Support staff have included, Cathy Montgomerie, Janice Seager, Taryn Butler and Glenn Wagland. Margaret Heidrich generously volunteered a morning a week throughout the year. Her contribution to the wellbeing of the children at this preschool is considerable.

The kindergarten was assessed against the National Quality Standard this year and received an overall rating of EXCEEDING the NQS. This served as recognition of the high standard of preschool education for which Tanunda Kindergarten has had a long standing reputation.

This year saw the change over from termly intakes of new enrolments to the single intake model. While children continued to transition to school throughout 2013 no new children began kindergarten in term three or four. Those children who began in term two were offered a compressed arrangement, enabling them to receive their full entitlement of preschool over the course of just three terms. As the numbers lessened in term three a decision was made to not offer sessions on a Wednesday by moving those children into another day. A short 'pre entry' was able to be offered on two of these free Wednesdays and family meetings with the 2014 enrolments filled the remaining Wednesdays.
After a process of continued reviews and modifications over the past 2 years, the kindergarten’s Quality Improvement Plan (QIP) for 2013 was formalized. The full QIP is a 42 page document so a summary was prepared to ensure the improvement goals were easily accessible for families. Key improvements were detailed in the summary as follows.

Quality Improvement Plan

Quality Area 1: Educational program and practice.
Staff are developing their teaching skills in ‘block-play—monetary’.
Staff are putting into practice all they are learning about the Early Years Learning Framework Curriculum, especially Assessment for Learning.

Quality Area 2: Children’s Health & Safety.
We are making improvements to the outdoors to ensure children are more easily observed by staff.

Quality Area 3: Physical Environment.
We are redeveloping the digging patch and establishing a frog pond. Other areas of the outdoor learning environment are getting a make over too.

Quality Area 4: Staffing arrangements.
We are renewing our Philosophy Statement.
We are developing our culture of Reflective practice. We are thoughtful educators who are learners too.

Quality Area 5: Relationships with Children.
We are interested in developing our understanding and practice in ‘Restorative Justice’. This is where we help children develop the ability to express empathy and take responsibility for their interactions with others, instead of adults taking responsibility by imposing a time out or taking toy away.

Quality Area 6: Collaborative partnerships with families and communities.
We are developing our knowledge and understanding of the Gamangai people, indigenous people of the Mt Lewis Range and the area around Tamworth.

Quality Area 7: Leadership and service management.
Our policies will be reviewed over the course of this year.
Staff performance development procedures will be further developed and documented too.

What are we doing this year to ensure we are continually improving?
Achievements are as follows.

**Quality Area 1**
Staff received professional reading by way of journal articles on the topic of the value of block play. Staff attended a session supported by the Primary Mathematics Association on spatial awareness, focusing on blocks.

Staff reviewed their assessment and reporting processes and developed their practice to more closely reflect the ‘assessment for learning’ practice as outlined in the Early Years Learning Framework.

**Quality Area 2**
A mirror was installed in the outdoor learning environment to offer greater supervision of children in our L shaped yard. This has been effective. Staff have reviewed the best vantage points outdoors to which they can move as the children’s play dictates.

**Quality Area 3**
The Linke family kindly donated and installed two large tree trucks to enhance the digging patch. Matt Teague was key in establishing the frog pond. Graeme Schulz rotary hoed the soft fall and cored and fertilized the lawn. The Neldner family erected the bamboo screening and the Thompson family helped weed and tidy the garden at our working bee.

Other works which took place included the preparation of a soft fall area under the climbing tree.

Staff have begun to develop a Sustainability Strategy to support future plans for the resource usage and curriculum foci. It is pleasing to note that the attention to recycling this year by staff, children and families has led to a reduction of land fill waste and an increase in recycled material being put out for waste collection.

**Quality Area 4**
Members of the staff, children, community and families have contributed to the development of the philosophy statement. A thorough process to identify our core values has taken place.

Staff have used some leadership framework to support the continued development of their critical reflection skills. This has had positive benefits to the self review processes used through out the year.

**Quality Area 5**
The opportunity to develop a greater understanding of restorative justice in the preschool setting has been postponed until 2014. It is envisaged that a professional development session for preschools across the region will be facilitated.

**Quality Area 6**
Children are now able to name the traditional custodians of the land upon which Tanunda kindergarten stands. Their use of the name Peramangk, their identification of the Aboriginal flag and their keen interest in dreaming stories and the lessons which can be learned through them has shown consistency.

**Quality Area 7**
Policies have been reviewed in line with the review schedule. Staff performance development procedures have been maintained throughout the year with written feedback being linked specifically to the NQS and EYLF.
Tanunda Kindergarten was notified of their impending assessment by the Education and Early Childhood Services Registration and Standards Board of South Australia. The QIP was submitted on March 19th and the assessment date was set for June 26th, 2013. A single authorized officer undertook the assessment over the course of the day. This involved observations of educators with working with children and discussion with staff. Regional representatives (Regional Director Kathryn Bruggemann and Early Childhood Consultant Sue Tarr, were also present for the end of the day question and answer time.

On receipt of the draft report, Petrea Smith, in consultation with staff, prepared and forwarded additional information to the board for consideration. The final report was received with an overall rating of EXCEEDING the NQS and a copy of the certificate follows. This rating remains for 3 years.

<table>
<thead>
<tr>
<th>Quality Area 1</th>
<th>Educational program and practice</th>
<th>EXCEEDING NATIONAL QUALITY STANDARD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality Area 2</td>
<td>Children's health and safety</td>
<td>MEETING NATIONAL QUALITY STANDARD</td>
</tr>
<tr>
<td>Quality Area 3</td>
<td>Physical environment</td>
<td>EXCEEDING NATIONAL QUALITY STANDARD</td>
</tr>
<tr>
<td>Quality Area 4</td>
<td>Staffing arrangements</td>
<td>EXCEEDING NATIONAL QUALITY STANDARD</td>
</tr>
<tr>
<td>Quality Area 5</td>
<td>Relationships with children</td>
<td>EXCEEDING NATIONAL QUALITY STANDARD</td>
</tr>
<tr>
<td>Quality Area 6</td>
<td>Collaborative partnerships with families and communities</td>
<td>EXCEEDING NATIONAL QUALITY STANDARD</td>
</tr>
<tr>
<td>Quality Area 7</td>
<td>Leadership and service management</td>
<td>MEETING NATIONAL QUALITY STANDARD</td>
</tr>
</tbody>
</table>

The overall rating for a service is determined by the combination of the Quality Area ratings achieved.

If a service is rated below the National Quality Standard in any Quality Area, the overall rating will reflect the lowest Quality Area rating. To achieve an overall rating of Exceeding National Quality Standard, a service needs to achieve Exceeding National Quality Standard in four or more Quality Areas of which two must be from Quality Area 1, Quality Area 3, Quality Area 5, Quality Area 6, or Quality Area 7.

This service is rated overall at EXCEEDING NATIONAL QUALITY STANDARD.
### Intervention and Support Programs

Over the course of the year, 11 children were supported through early intervention, preschool support or bilingual support funding. Needs ranged from occupational therapy, speech and language and English language acquisition. The preschool provided additional funding for some of these children whose needs did not meet the requirements for funding through the preschool support allocation process. Tanunda Kindergarten prides itself on its provision of support for children outside the usual support funding processes.

### Report from Governing Council

On behalf of the 2013 Tanunda Kindy Governing Council members, welcome to our AGM/Parent information night for 2014.

As per our constitution, the purpose of the governing council is to support the director in meeting the minister’s directives. Governing Council members are charged with the task of ensuring that the preschool’s plans meet the National Quality Standard and director and staffs are supported in bringing these plans into fruition. Governing council is guided by the Code of Conduct and Constitution. Confidentiality and advocating for the preschool is vital. Governing Council members are a conduit between the preschool and families and are invited to encourage families with concerns to speak directly with staff. Meetings work well when there is more than one voice, we keep relevant to the topics, share opinions thoughtfully and members are willing listeners and volunteers.

This year, our fundraising consisted of Obstacle-a-thon, Easter raffle, attended Tanunda Town Day at Vintage Festival, collected Woolworths Earn & Learn stickers, held the Teddy bears Picnic, Tea Towels & Picture plates. All of these were well driven by at least one member if not the entire committee with the support of our director, petrea& teaching staff.

We also updated the kindy information leaflet& circulated within the Barossa community, reviewed various policies & had in depth discussion about Kindy values. We spent the grant received for our frog pond successfully & gave our lawns some much needed love & tending too.

The viability of continuing the toy Library has been discussed at length over the past few years & this year was no different. At a committee meeting held earlier this month, it was discussed, voted on and passed that a garage sale be held to sell the toys & monies raised be used by the kindy to purchase resources. A huge thanks to Kylie Lange & all the volunteers of the past who have put in countless hours to this project.

The Governing Council has been fortunate that the director and staff at the Tanunda Kindergarten are continuingly striving for improvement and better understanding of the requirements upon themselves to deliver a service to the kindy community that not only meets but exceeds the minimum standard requirements in the seven areas of the National Quality Framework. The kindergarten has been involved in an in depth and lengthy process of assessment and as part of the Governing Council’s function we have been a part of this consultative and informative process with the director and staff. This has enabled the Governing Council to have a deeper understanding of what the kindy is about, what the kindy is striving to achieve and this in turn has been communicated to the wider kindy community.

2013 has also been a unique year in relation to preparation for the one enrolment intake that is starting in 2014, hence the change to the date of the AGM. As a governing council we have been fortunate to have a director and staff who are enthusiastic and passionate about their roles and who take great pride in their kindergarten and what this environment offers the local children. The governing council have fulfilled their role requirements in relation to being supportive and encouraging of the director and staff in their journey through the NQS assessment process and we were fortunate that the director and staff are amazing communicators as well as listeners. The governing council have adhered to the Code of Conduct and the Constitution and were quite aware of the
responsibilities in relation to confidentially as well as advocating for the kindy; we took this responsibility seriously and have a deep understanding and appreciation of the work that happens behind the scenes at the kindy. On behalf of the Governing Council we would like to take this opportunity to wish Petrea and all her staff all the very best for 2014 and welcome the new Governing Council into this most rewarding position. I now declare all positions for the Tanunda kindy Governing Council vacant.

Student Data

Enrolments

As a transition year from termly enrolments to the same first day start enrolment process it is difficult to determine if the lower enrolment numbers are a result or if they are simply an anomaly. 2013 data will be best compared to future data for examination.

Due to the current staff being permanent employees we have not decreased our staffing as might have been expected with the reduced enrolments.

There has been an increase in the number of families who enroll their children at more than one centre. We share many children with local early learning and child care centres. This would indicate that families are in need of greater hours of child care.

Figure 1: Enrolments by Term

![Graph showing enrolments by term from 2011 to 2013](image)

Table 1: Enrolments by Term

<table>
<thead>
<tr>
<th>Year</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>72</td>
<td>88</td>
<td>65</td>
<td>72</td>
</tr>
<tr>
<td>2012</td>
<td>63</td>
<td>66</td>
<td>64</td>
<td>65</td>
</tr>
<tr>
<td>2013</td>
<td>45</td>
<td>45</td>
<td></td>
<td></td>
</tr>
</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
Attendance

Attendance at Tanunda Kindergarten has been above state averages consistently. This indicates the importance families place on their children’s early learning.

Table 2: Attendance Percentages 2011 - 2013

<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>2011 Centre</td>
<td>87.5</td>
<td>81.8</td>
<td>86.2</td>
<td>88.9</td>
</tr>
<tr>
<td>2012 Centre</td>
<td>95.2</td>
<td>92.4</td>
<td>90.6</td>
<td>86.2</td>
</tr>
<tr>
<td>2013 Centre</td>
<td>91.1</td>
<td>88.9</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>
</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>
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</tr>
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</table>

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 1: Figures have been revised for previous years, using integer deemed attendance not decimal.

Note 2: Data for Term 3 and Term 4 2013 will not be reported. It is not comparable with previous years due to the transition to the Same First Day enrolment policy for preschools in 2013 creating a break in series.

Source: Preschool Data Collection, Data Management and Information Systems

Feeder Schools

Feeder School Percentage Data

Table 3: Feeder School Percentage Data 2011 - 2013

<table>
<thead>
<tr>
<th>Feeder Schools</th>
<th>Type</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>0160 - Greenock Primary School</td>
<td>Govt.</td>
<td>1.8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0318 - Nuriootpa Primary School</td>
<td>Govt.</td>
<td>4.0</td>
<td>3.6</td>
<td></td>
</tr>
<tr>
<td>0427 - Tanunda Primary School</td>
<td>Govt.</td>
<td>58.0</td>
<td>72.7</td>
<td>64.0</td>
</tr>
<tr>
<td>9099 - Redeemer Lutheran School</td>
<td>Non-Govt.</td>
<td>19.0</td>
<td>5.5</td>
<td>8.0</td>
</tr>
<tr>
<td>9106 - Tanunda Lutheran School Inc</td>
<td>Non-Govt.</td>
<td>19.0</td>
<td>16.4</td>
<td>28.0</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Tanunda Primary School continues to be the school to which most children transition. Tanunda Lutheran School makes up the next highest proportion of children who make it their destination.

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
Client Opinion

14 families responded to the invitation to provide feedback through the opinion survey.

Staff will review this data as part of their self review processes when planning directions for 2014.

Survey questions are presented as positive statements to which the respondent can either strongly disagree, disagree, agree, strongly agree or indicate a neutral response.

Out of the 43 survey questions, none of them received a disagree or strongly disagree response. This indicates that families satisfaction with the service is high across all areas surveyed, including:

- Quality of teaching and learning
- Support of learning
- Relationships and communication
- Leadership and decision making

It is acknowledged that ‘neutral’ responses to the survey questions can not be distinguished between those which indicate the respondent has no strong conviction or the respondent who has no information or understanding on the matter. There is a difference between a response which means, “I don’t mind” and one which means “I don’t know”. For the purposes of review, staff will assume that a ‘neutral’ response means that we have provided insufficient information for families to form an opinion.

While only 14 families responded it is important to consider feedback in spite of these small numbers. A negative response from one family may not indicate the majority’s experience but it is the experience of one family. We value all, seeking a quality experience for every child and family, every day.

Financial Statement

A copy of the Financial Statement can be viewed at the preschool.