Robe Soldiers Memorial Kindergarten
Annual Report 2013

Robe Kindergarten – Philosophy Statement
This statement was developed with input from all staff after our Pupil Free Day in Term 3, 2013
Sally Smith, Georgie Sneath, Amanda Tenney were all part of the team working on developing our
understanding of the NQS on that day.

At Robe Kindergarten we believe that all children are unique individuals with their own interests and
learning styles. We value learning through play – spontaneous, guided and planned play experiences
are carefully balanced throughout our program with an emphasis on child initiated play. We guide
and support children in their play to make their own decisions and choices. We believe that as
educators, we create an active learning environment that encourages and facilitates learning and
well-being. We recognise that learning in all areas – cognitive, linguistic, creative, physical, emotional
and social – is of equal importance.

We have a strong focus on reflective practice where we share our observations of children’s learning
together and plan learning experiences and extensions from these discussions. We cultivate a
culture of respect and trust with children, staff, parents and other caregivers. Our decision making is
always based on what is best for the children in our care.

We value all children as capable and confident learners and we promote children’s voice and sense
of agency. We focus on the process of learning and carefully observe what is happening in order to
extend and broaden children’s learning. We value family input and strive to communicate with all
families about their children’s learning. We also recognise that our community has a key role to play
in our centre. We connect with community wherever possible. We support children and families to
make a positive transition between learning environments.

Our values are respect, care, trust, togetherness and we try to see the world through a child’s eyes.
Robe Soldiers Memorial Kindergarten

QIP Overview – 2013 Focus on Reflective Practice

QA 7 – Leadership and service management
Professional Development plans based on reflections on practice.
Whole staff training in Reflect, Respect, Relate, Learning stories, Playful learning and Talking and Thinking Floor Books.
Certificate 3 studies – reflection on practice for RPL.

QA 4 – Staffing Arrangements
Provide time for programming and reflection – staff meetings fortnightly Fridays

QA 5 – Relationships with children
Children’s voice included in folders and programming
Individual learning plans based on reflection and observation
Sense of agency focus for inquiry project

QA 6 – Partnerships with families and communities
Regular times to send folders home, Parent comment sheets included and replies by staff to parent comments,
Programs based on Active learning environment tool displayed for parents

QA 1 – Educational program and practice
Floorhook programming format with reflection included and links to observed and future learning
Inquiry project using the Active learning environment tool
This year we have seen our numbers decrease steadily (9 full-time children in Terms 3 & 4) due to the new Single Intake Policy. However in Term 4 we ran an extensive pre-entry program for the 12 children beginning in 2014. They attended in two small groups over 7 weeks and this initiative was valued and supported by all our pre-entry families. Staff found it highly valuable to get to know both children and families over this time and the new children gained from the example set by the older children. 2014 will see us move to operating 30 hours per fortnight.

Robe Kindergarten continues to share our building with the CCOWS mobile child care service, which many of our families also access. Our communication and cooperation has continued to increase with CCOWS operating on kindergarten days in the co-located RSL Hall at our site. The strong relationship that we have with the CCOWS service supports a smooth transition into kindergarten as many of the children have already attended and are familiar with the site.

We have also continued our strong school transition program, with visits to and from the JP class at the school and our Open Gate policy at some school break times. Playgroup was welcomed back in Term 3 as our numbers fell and we will be supporting the playgroup again in 2013, through sharing of equipment and administration costs.

Our kindergarten building is leased from the local RSL and is attached to the RSL Hall. We work closely with the RSL Executive Committee who manage and contribute towards maintenance of our building. This positive relationship has been especially important in a year when we received grants for maintenance funding in excess of $21000. (See QA. 3)

Quality Improvement Plan

It has been a year of major improvements at Robe Kindergarten, with We have achieved the majority of the Improvement Priorities on our 2013 QIP.

Report against the 7 Quality Areas

Quality Area 1.- Educational Program and Practice

- Staff trialled a new way of programming using the ‘Floorbook’ methodology to record our programming and thinking. This enabled us to have one place that all programming information was recorded alongside reflection and forward planning. All staff contributed to programming, reflection and curriculum planning thus linking observation of children’s learning to action. This better reflected the Early Years Planning cycle as it made our thinking and the links to learning more highly visible.

- We set up a Weekly Journal Book – Community Sharing Book to share snapshots of the learning that occurs during the children’s time at kindergarten.

- Our funded programming time on fortnightly Friday afternoons was highly successful with all staff being able to meet and engage in the programming process. This needs to be an ongoing commitment in 2014.

- We developed a new proforma to record Individual Learning Plans for each child, linked to EYLF outcomes – this was a recommendation from 2012.

- Staff engaged in high quality training and development as outlined in QA 4. This increased our knowledge and commitment to RRR, Learning Stories and Thinking and Talking floor books methodology as well as reinforced our deeply held belief in the value of play based learning.

- Staff re-organised the resources in the kindergarten room and outside (see QA 3) to support children’s access to materials to resource their own learning.

- Staff worked on an Inquiry Project using the Active Learning Environment (ALE) tool from Reflect, Respect, Relate. Time was spent reflecting on what an active learning environment looked like in practice. We also discussed the dispositions outlined in that tool and ways in which we could foster them in children. From discussion around the four types of play in the ALE tool a planning tool was developed which we shared with parents. (see below)
Report given to Governing Council re our Inquiry Project

Our inquiry question has been ... ‘If we see children as capable and competent learners, how can we ensure that our learning environment enables the children to be independent and resource their own learning? Will strengthening the learning environment change how we see and relate to children?’

After Term 1 training in the use of the ‘Reflect Respect Relate’ document, educators at Robe Kindergarten have been using the Active Learning Environment tool in programming meetings and on our Pupil Free Day in Term 3 to assess our program and learning environment.

The tool has 3 domains

1. Social Constructivist Pedagogy - this is the way we teach in preschool - the educator is seen as a guide and co-constructor who starts with the children’s interests and questions and helps them to build ideas and understandings.

2. Play - focuses on 4 types of play - Sensory and Physical Play, Exploratory Play, Social Play, Pretend/Symbolic Play (see programming tool below)

3. Enabling Learning Dispositions – dispositions such as Curiosity, Communicability, Purposefulness/persistence, openness and risk-taking, Activity (energy), Cooperation and Collaboration, Reflection - thinking about actions and ideas.

From these discussions we have made some changes to the learning environment and daily routines.

- Fruit time at a time that the children rather than the educators nominate and on a voluntary basis.
- Our construction cupboard and children’s access to the materials in the storeroom.
- Sandpit shed – children can choose own resources from the shed.
- Literacy/Maths cupboard and reorganization of the storeroom – clear storage boxes and labels.

Research shows that children need uninterrupted time to play to maximize their learning. They need to work within their ‘zone of proximal development’ - this means they need to work at the edge of their learning abilities with the support of an active and engaged educator who guides and resources their learning rather than telling them ‘the answers’.

We will continue to discuss the Active Learning Environment tool using it to inform the way we program and set up our environment. This will in turn influence the way we program for children. Perhaps then we may use the Relationships or Involvement tools to assess our program.

<table>
<thead>
<tr>
<th>Sensory and Physical Play</th>
<th>Exploratory Play</th>
</tr>
</thead>
<tbody>
<tr>
<td>Play that encourages children</td>
<td>Play that encourages children</td>
</tr>
<tr>
<td>• to observe things using their senses</td>
<td>• To set up their own play spaces and use resources in a variety of ways and places</td>
</tr>
<tr>
<td>• Explores different textures, smells, sounds and sights</td>
<td>• Provides different locations to play in</td>
</tr>
<tr>
<td>• Tactile or messy play (sand, water, mud, goop)</td>
<td>• To explore and investigate, predict and problem solve</td>
</tr>
<tr>
<td>• Songs and singing games – music and rhymes</td>
<td>• Uninterrupted time to work on their projects</td>
</tr>
<tr>
<td>• Practice physical skills – active outdoor and indoor play, sports, dancing, gym, calisthenics, walks and excursions</td>
<td>• To practice, encounter and master new concepts and skills</td>
</tr>
<tr>
<td></td>
<td>• To manipulate objects and test out their properties and purposes (eg. magnet play)</td>
</tr>
</tbody>
</table>
### Social Play
Play that encourages children
- To take turns, collaborate and communicate – to share resources and ideas
- To converse and make decisions about how to play together
- To play in small and large groups or just in pairs
- To have fun – share humour (e.g. funny word games, songs, participatory group games)
- In imitating and roleplaying with each other

### Pretend/Symbolic Play
Play that encourages children
- To pretend with objects and resources using them in imaginative ways
- To use props for their play to enhance their experience (e.g. playdough, clay, painting etc.)
- To develop imaginative stories and engage in dramatic play (such as in our Vet Hospital)
- To work together to develop their play stories – sharing their ideas and collaborating and communicating with each other
- To build things together such as a spaceship or rocket and use this for play

### Recommendations for 2014
- Continue to work on refining our Individual Learning Plans
- Continue to budget for and provide site-funded time for all staff to meet for programming/reflection and to document children’s learning – this is especially important as our teaching hours increase to 30 per fortnight
- Use Floorbooks methodology to record Programming and Reflection and Children’s Learning
- Focus on literacy and numeracy skill development for all children – use learning stories methodology to track children’s development in these areas
- A focus on sustainability will lead our work across all Quality Areas in 2014 (as identified by staff at Pupil Free Day in Term 3 2013)

### Quality Area 2 – Children’s Health and Safety
- All staff completed First Aid training in the holidays and now have ‘Apply First Aid’ certificates
- We were acknowledged as an Asthma Friendly Preschool.
- Renovations on bathroom and kitchen have improved hygiene standards – both areas of the kindergarten are now much easier to clean and have improved storage for health and safety equipment and supplies.
- Quarterly Outdoor Inspections have been completed with all staff contributing term by term.
- MSDS records were updated by Amanda
- Our new vegetable garden produced vegetables and was the focus of cooking and gardening sessions throughout the year.
- We focused on the Right Bite Guidelines with the children, talking about last choices and sugar.
- We had a visit from the School Dental Service and shared the information they provided about sugar and children’s health with families
- Sally attended Due Diligence (Term 3) and IRMS (Incident Response Management System) training (Term 4)

### Recommendations for 2014
- Continue to renew Criminal History Screenings
- Continue to improve our Physical Activity program and growing and preparing our own food as part of our Sustainability focus.

### Quality Area 3 – Physical Environment
- The kindergarten room was reorganized this year to enable children to access their own resources for learning. We set up a Literacy and Numeracy resource cupboard and an ‘Inventing and Creating’ cupboard. We also completely reorganized our storeroom, using clear boxes and labeling them for better access. Outside we developed a new ‘Sandpit Shed’ which the children can readily access as it is located next to the sandpit and digging area.
Good organisation and easily set up and packed up resource access is essential, given the shared nature of the site and the extra workload this places on staff.

- We received Maintenance Grant funding in excess of $21000. Local tradespeople were contracted to complete the maintenance work.
- This was used to:
  - Replace old, worn and unhygienic kitchen cupboards
  - Renovate the bathroom completely – gutted, retiled and refitted
  - Paint kitchen, bathroom and part of the kindergarten room
- The RSL supported this work by financing the removal of an asbestos divider in the bathroom and replacement toilet cubicles via a donation of $5500. They also replaced a leaking wooden window in the kindergarten room which is now able to be opened to better create airflow.
- The children began work on a new herb garden in the yard, using compost from our composting bin.

Recommendations for 2014

- Now that the interior of the kindergarten has been improved we need to work on the outdoor learning area – new softfall, gardening, sustainability focus, verandah, master plan for fixed play equipment, worm farm installed etc.

Quality Area 4 – Staffing Arrangements

- A decision was made to fund an extra 3 hour session per fortnight on odd week Fridays in 2013 to support programming and staff meetings and administration time for the Director – this was highly successful and recommended to continue in 2014 with the advent of Single Intake and increased Universal Access Funding.
- Parents and Governing Council were consulted about hours for 2014
- Georgie completed her Certificate 3 studies
- Amanda commenced her Certificate 3 studies and passed Modules 1 & 2
- We had 2 ½ hours of Preschool Support funded by the Regional Office throughout the year to support children with Speech and Articulation needs.
- Staff engaged in high quality training opportunities and an inquiry project (site based) Training Included – RRR Training (Pupil Free Day), Learning Stories with Wendy Lee, Playful Learning with Lisa Burman, Talking and Thinking Floorbooks with Nikki Buchan, QIP workshop.
- Sally was part of the Mentoring Program for New Leaders in the Limestone Coast and the Pedagogical Leadership Project with a group of EC Educators interested in furthering their knowledge around this area.
- Unfortunately with lower numbers of children due to the Single Intake policy coming into place in 2014 we had to reduce staff numbers. Tracey Grummett was no longer able to work with us on Wednesdays, as advice from the Regional Office during my visit with ARD Chris Sheldon supported continuity of staff across all three days of operation. Tracey worked at Robe Kindergarten for many years – we thanked her for all her hard work and wished her all the best for the future.
- Georgie and Sally presented a workshop to the staff at Acacia Kindergarten in Mount Gambier. The focus was on Maths and Science in the Australian Curriculum (Foundation Level) and ‘Sciencing’ the curriculum – noticing the Science in the learning experiences we provide every day. We were very interested in the way that Acacia Kindergarten reported to families about the centres’ daily learning through a floor book and trialed this in Term 4

Recommendations for 2014

- Continue to provide time for staff to study with support from the Director for their Certificate 3.
- Trial a fortnightly pattern of preschool in order to provide 30 hours of preschool per fortnight in 2014 – continue to Site Fund some staffing hours
- Recruit some ECW relief staff

Quality Area 5 – Relationships with children

- Staff reviewed and updated the Site Behaviour Code with a continued and strengthened focus on guiding and supporting children's behavior and seeing it as learning journey
- We continued to monitor our programming and documentation to ensure that all children’s learning needs, individual interests and learning outcomes were being reflected and documented in their profile books and our program and that the Early Years Planning Cycle was the focus of our programming methodology
- Individual Learning Plans were set up for all children
With small numbers we were able to get to know children very well and to tailor the program to their individual needs and interests.

Term 4 was a wonderful transition term for the 12 children starting in 2014. We were able to get to know the children before they came to kindergarten. Information was also sought from the CCOWS team leader Bronwen Gadd about those children who attended both services.

We also continued our strong School transition program with visits back and forth from school and the formal transition program each term.

We began thinking about this quality area as a focus for an Inquiry Project in 2014.

**Recommendations for 2014**

- Staff time set aside for planning, programming and documentation of learning continued on fortnightly Fridays.
- RRR focus on Relationships and Well-being for children in light of the new Single Intake Policy and the change this makes to the range in ages of our children.
- Redesign the transition program with JP staff at school.
- Reflect on last year’s experience and design a transition program in Term 4 that meets the needs of the group of children starting kindergarten in 2015.

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

- Our parent pamphlets and newsletter articles explained our programming and curriculum.
- Playgroup was welcomed back on Wednesdays and utilized by 10 families over the year.
- Community involvement in our renovations (both financial and physical) was a key support in the improvements to the kindergarten building – support from CCOWS, RSL, Robe Bridge Club, local tradespeople and businesses – helped us to achieve a great deal in short time frames. Flexibility so as not to disturb the learning program was a key to our successful upgrade alongside with continuing access to services for our families (both child care and preschool).
- The local Post Office hosted an excursion and provided lots of resources for us to set up our own Post Office back at kindergarten.
- We celebrated Children’s Week with an Obstaclethon and our bathroom opening to which the community was invited. Members of the RSL and the Robe Bridge Club attended the afternoon.
- We continued to work with DECD support staff – Gwen Waters (Disability Coordinator), Wendy Balfour (Speech Pathologist) and Mary Castignani (Social Worker) to provide targeted services to families. We also had input from the Community Health Speech Pathologist and the Occupational Therapist (Mount Gambier) who were working with some of our children.
- We continued to support the provision of CAYHS Preschool Health Checks.

**Recommendations for 2014**

- Develop more displays in the centre alongside our Community Sharing book to explain our learning and the EYLF.
- Investigate the Transition Matrix and continue to strengthen our transition program to school and preschool – especially giving consideration to the new Single Intake Policy.
- Continue to work with the RSL on maintenance of the building – renovations to the RSL kitchen and new kitchen flooring is planned for 2014.

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

- A Quality Improvement Plan was developed and a simplified version was completed for Governing Council to support understanding and provide a simple view of targets and outcomes.
- Sally was involved in the Pedagogical Leadership Inquiry project and Mentoring for New Leaders projects and was a member of the Early Years Reference Group (Transition Paper and Early Years Literacy Position Statement). Also provided feedback to the Brighter Futures Project – Defining Educational Standards.
- WH&S Due Diligence training and staff information session – IRMS Training Term 4.
- Staff Induction folder was reviewed and updated.
- Brighter Futures information was read and initial Partnerships Information reviewed.
- A program of policy review was continued to ensure compliance with NQS standards.
- Performance Development continued with all staff.
- New systems were set up to store information about our program and the NQS – NQS reports at each Governing Council Meeting.
- Our Philosophy statement was reviewed on one of our Pupil Free Days.
Recommendations for 2014

- Continue work on Performance Development plans with staff
- Engage in learning around the new Partnerships Model and work to strengthen connections between our site and others in our Partnership
- Continue to support staff in achieving their Certificate 3 and work towards a common understanding of the curriculum, developing whole staff programming, planning and documentation skills

Intervention and Support Programs

In 2013 we ran support programs for Speech and Articulation. Four children were involved in the program and Amanda Tenney was the preschool support worker. We were supported in a timely and effective manner by Gwen Waters (Disability Coordinator) and Wendy Balfour (Speech Pathologist) from the team at the Regional Office. Two of the children were identified and referred before their entry to preschool – the support for this from the REO team was very pleasing as we were able to set up support from the start for those children. All targeted children had an Individual Learning Plan that closely linked to their Speech and Language Reports and were linked to EYLF Outcomes. The program operated with 1:1 support and interaction, in small group work and incidentally as opportunities arose during the kindergarten program. The children all made strong gains in their articulation and communication skills and one child was discharged from Speech Services during the year. One child transferred to another site and contact was made with the Director of that centre to ensure that both written and verbal information was relayed on. Staff also sent on information to Robe Primary School for the two children in the program beginning school in 2014.

14 children moved on to school in 2013. When analyzing the data from our Summative Reports we found the following results.

<table>
<thead>
<tr>
<th>Summative Reports Analysis of Children’s Learning as reported</th>
<th>Beginning</th>
<th>Good</th>
<th>Well-developed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy Skills</td>
<td>2</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>Numeracy Skills</td>
<td>2</td>
<td>8</td>
<td>4</td>
</tr>
</tbody>
</table>

In 2014 we plan to have a continued focus on developing children’s numeracy skills through our play-based program and tracking development of literacy and numeracy skills through learning stories.

**Behaviour** - Robe Soldiers Memorial Kindergarten has an effective site behaviour code for managing children’s behaviour. Confidentiality prevents us from reporting on specific incidents of behaviour.

Report from Governing Council

I have enjoyed acting as the Governing Council Chairperson for the Robe Soldiers Memorial Kindergarten for my second year and again was able to witness the amazing dedication, support and care Sally and her staff members give to all children and their families. Our children are flourishing in such a wonderful environment and as parents we are extremely lucky and thankful to the extra effort, often in their own time, Sally and her team put into our service.

Regular administration requirements were fulfilled throughout the year including the yearly audits, ratification of budgets, and required health and safety planning and training.
Congratulations to Georgie who successfully completed her Certificate 3 in Child Services allowing her to meet NQS requirements. Also to Amanda who has completed her first section of her Certificate 3 receiving positive feedback.

Numbers were low due to the introduction of the single intake policy. As a result staff numbers were reduced and Tracey retired from her position during 2013. A big thank you must go to Tracey for all her help and support over her time at RSMK. The governing council supported Sally’s decision to fund an extra half day a fortnight themselves since the service was not granted Universal Access. We have however been granted this for 2014 with the continued extra Fridays included in our staff funding.

Throughout the year we received two $10,500 maintenance grants which have enabled us to renovate our kitchen and bathroom areas – they both look fantastic and are much more practical for staff and children. The RSL contributed $5500 to help with the cost of bathroom renovation which helped us immensely. Once the Kitchen and Bathroom were complete we had some funds left over which were used to paint the children’s lockers, kitchen, bathroom and the northern end of the preschool room. Thank you to all of our ever reliable tradies for completing the work over the school holidays and doing a wonderful job.

The new shed in the sandpit area was completed thanks to parents Anthony Carroll and Maris Biezate. The shed has been a great success allowing children to play undercover whilst either wet or too hot with easy access to equipment stored in the shed. This also makes setting and packing up for staff a much easier task.

The Robe Bridge Club Raffle was again very successful making a total of $960. A huge thank you must again go to the Bridge Club for their ongoing support for our Kindergarten.

Again in conjunction with the staff at Robe Primary School the ‘Open Gate Day’ ran smoothly with great success much to the delight of all the students. There is much excitement from both the school and kindy students when they interact and play together which aids in helping the transition from kindy to school be a smooth one.

Playgroup again operated during Kindy hours with many new families enrolling. This helps to integrate them into our service and build relationships for the future. With numbers low again in 2014 I’m sure we will be able to accommodate Playgroup again in 2014.

This year we held an Obstaclethon with great support from the community. Alongside the children’s sponsorship for their Obstaclethon laps we ran a raffle with generous donated prizes. Sponsorship and the raffle raised a total of $548. In conjunction with the Obstaclethon we held a morning tea to officially open the new kitchen and bathroom inviting members of the community, Bridge Club and RSL. The Governing Council was able to provide the morning tea with a $110 grant for Children’s Week. The day was a great success with enthusiastic and proud smiles on all the little faces.

I look forward to continuing the role of Chairperson in 2014 and experiencing another exciting year with such an enthusiastic group of staff, children and parents.

Keryn Moore
Robe Soldiers Memorial Kindergarten
Governing Council Chairperson
Student Data

Enrolments

Total Enrolments 2011 - 2013

![Bar chart showing enrolment by term from 2011 to 2013.]

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>21</td>
<td>18</td>
<td>22</td>
<td>23</td>
</tr>
<tr>
<td>2012</td>
<td>20</td>
<td>16</td>
<td>18</td>
<td>21</td>
</tr>
<tr>
<td>2013</td>
<td>15</td>
<td>13</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

Figure 2: Attendance by Term

![Bar chart showing attendance percentages by term from 2011 to 2013.]

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>85.7</td>
<td>83.3</td>
<td>109.1</td>
<td>117.4</td>
</tr>
</tbody>
</table>
### Feeder Schools

#### 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>0384 - Robe Primary School</td>
<td>Govt.</td>
<td>100.0</td>
<td>92.3</td>
<td>100.0</td>
</tr>
<tr>
<td>0749 - Lucindale Area School</td>
<td>Govt.</td>
<td></td>
<td>7.7</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Based on the percent of children currently enrolled who will attend school in the following year, where the expected school is known. Due to rounding totals may not add up to 100%.

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

### Client Opinion

We were extremely pleased with the results of our parent opinion surveys with all but 2 responses in Strongly Agree and (other two in Agree). This provides great support for us a service but little guidance for our improvement planning.

Parent Comments were also very supportive. We had one query about Playgroup and the need for Criminal History Screenings. We were able to research and answer this query promptly in our newsletter.

Sample comments:

- “His basic skills such as writing and even early reading progressed so well.”
- “Sally always keeps us in the loop with everything that goes on at kindy”.
- “The children are always excited to be there and each week my child learns something new.”
- “We constantly receive newsletters which is great because it has information in it on what your child has been learning and it also has some great photos. Our children go on great excursions and I am happy that this is done in a safe manner.”
- “As a parent we are encouraged to join our Governing Council, to participate in decision making and discussions on how some things should occur.”

**ACTION:** Next year we will investigate different ways of gaining feedback about our service to gain a greater understanding about how parents are interacting with and understanding what we do.
Financial Statement

Robe Soldiers Memorial Kindergarten

Profit & Loss [Cash]

January 2013 through December 2013

14/01/2014
11:25:10 AM

Income

<table>
<thead>
<tr>
<th>Income</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grants</td>
<td>$110.00</td>
</tr>
<tr>
<td>Other - Children Week</td>
<td>$3,851.00</td>
</tr>
<tr>
<td>Donations</td>
<td>$6,660.10</td>
</tr>
<tr>
<td>Interest</td>
<td>$100,985.12</td>
</tr>
<tr>
<td>SASSF Interest Income</td>
<td>$515.83</td>
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<tr>
<td>Donations</td>
<td>$4,400.00</td>
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<tr>
<td>Miscellaneous Income</td>
<td>$21,061.00</td>
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<tr>
<td>Total Income</td>
<td>$146,022.85</td>
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</tbody>
</table>

Cost of Sales

<table>
<thead>
<tr>
<th>Cost of Sales</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freight</td>
<td>$22.73</td>
</tr>
<tr>
<td>Total Cost of Sales</td>
<td>$22.73</td>
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Gross Profit

<table>
<thead>
<tr>
<th>Gross Profit</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$146,000.12</td>
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Expenses

<table>
<thead>
<tr>
<th>Expenses</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries</td>
<td>$62,479.72</td>
</tr>
<tr>
<td>TGW</td>
<td>$35,784.86</td>
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<tr>
<td>TRT</td>
<td>$4,517.00</td>
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<td>Learning Plans</td>
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Operating Profit

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<th>Amount</th>
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Other Income
Profit & Loss [Cash]

January 2013 through December 2013

14/01/2014
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Interest Income $10.46
Total Other Income $10.46

Other Expenses

Net Profit (Loss) $5,025.52

Robe Soldiers Memorial Kindergarten

Balance Sheet

As of December 2013

14/01/2014
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Assets
Current Assets
Cash On Hand
Bank SA Society Cheque Account $832.27
GASIF $38,602.17
Total Cash On Hand $37,515.44
P31 Accrued $2,600.41
Total Current Assets $40,115.85
Total Assets $40,115.85

Liabilities
Current Liabilities
GST Liabilities $0.00
GST Paid
Total GST Liabilities
Total Current Liabilities
Total Liabilities $3.53

Net Assets $40,119.38

Equity
Accumulated Funds $35,108.38
Current Years Earning $5,025.52
Historical Balancing $14.52
Total Equity $40,119.38