Kangaroo Island Children's Services
Annual Report 2013
Kangaroo Island Children’s Services is an integrated service offering preschool and long day care at the main site in Kingscote, rural long day care in Penneshaw, Out of School Hours Care and Vacation Care in Kingscote, and a Parenting KI program across the island. We take pride in offering high quality services and work hard to maintain this quality. Please see our website for our Context Statement: www.kangaroooscsc.sa.edu.au

Highlights

- 4 days a week of preschool was needed in Terms 1, 2 & 3 to cater for the 48 children enrolled.
- Joeys & Kangas groups were trialled at KLDC to support the 2-3 year old children
- OSHC numbers have continued to grow, especially in vacation care, where the program is very enticing for students
- 6 children with additional needs were able to access the OSHC vacation care program due to a relocation to the KICE special needs unit each holiday period
- The Penneshaw Kindergarten & KICS Penneshaw Childcare staff worked very closely during 2013 and this was reflected in a more integrated approach to planning & programming
- Nathalie was a member of the SA Australian Early Development Index state advisory committee
- Lady Gowrie provided training & mentoring to all staff and in particular educational leaders
- Same First Day was introduced for preschools. In Term 4, we had 29 children transition to school
- The KI Partnership was formed with KICE & Penneshaw Kindergarten through the DECD Brighter Futures initiative.
- The Joey Bound grant was used to employ Jo Davidson to run a physical activity program at KLDC for all age groups. This was very popular & successful.
- All staff developed further skills in reflection, observation, documentation and programming
- Storage facilities at Penneshaw LDC, OSHC & KLDC were all improved
- The DECD maintenance fund, financed the new moveable fence, storage cupboards and repainted fence at KLDC
- Family evenings were held each term with the Easter Egg hunt, Dads night, Christmas craft night, cooking healthy family meals, End of year party
Quality Improvement Plan

In Term 1, 2013 the staff team at KICS reviewed the philosophy and service provision in relation to the National Quality Standards. We developed a Quality Improvement plan which has driven continuous improvement for 2013.

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

1.2.3 National Quality Standard: *All staff in all services have systems in place to ensure the EY’s planning cycle is understood and used.*

At the beginning of 2013 all staff agreed that we needed to focus on having the Early Years planning cycle visible and understood. This was discussed and planned for at whole staff meetings & leaders meetings.

**Strategy**

Each educator at KICs is now expected to use note books & cameras to record observations, conversations with families etc. This is all put into the daybook each day and forward planning is recorded. All staff are now also expected to write learning stories which are sent home ASAP and put into the child’s portfolios.

**Results**

Daybooks are evident in each area and learning stories are displayed in each service. Each child has a portfolio.

There are more observations and photos recorded and these are evident in more learning stories and evidence in children’s portfolios.

The 2013 staff survey indicated that 17% of staff felt less confident planning, programming and assessing for children. This result indicates that many staff have taken on new learning and are still building their skills and confidence in relation to a deep understanding of the Early years planning cycle.

**Future directions**

Mentoring support needs to be given to staff to enable them to grow as early childhood professionals. I am exploring how mentoring is factored into the Director’s role for 2014.

The KICS early years planning cycle needs to be displayed in all services for families and needs to be included in each enrolment pack.

This also needs to be included in all new staff induction packs.

1.2.3 National Quality Standard: *Critical reflection on children’s learning and development, both as individuals and in groups, is regularly used to implement the program.*

The 2012 Staff survey indicated that staff needed more time for planning and reflection.

**Strategy**

All regular educators are now rostered to have non-contact time ranging from 30 minutes to 2 hours per week. All whole staff meetings include some team meeting time and professional development time.

**Results**

Showing professional respect for all staff by giving them more non-contact time has resulted in a 9% increase in the number of staff who feel respected as a staff member. This has also been assisted by focussing on the professional expertise of the KICS Educational Leaders at meetings.
Future directions
Curriculum leaders meetings have now been scheduled in the Leaders calendar to critically reflect on whole site curriculum and leadership of reflection, and to plan for whole site deep & meaningful reflection

Quality Area 2: Children's health and safety

2.2.1 National Quality Standard: Healthy eating is promoted and food and drinks provided by the service are nutritious and appropriate for each child.

The integration of services raised many questions about how we implement the KICS healthy eating policy

Strategy
Healthy eating procedures were drafted for feedback
A healthy eating ideas booklet for families is being developed

Results
The 2013 staff survey indicated that there has been a 3% increase in staff’s perception of the effectiveness of the KICS Health & nutrition policy. This increase was limited by complications with differentiating between the Healthy eating policy & procedures. Therefore the procedures are still in draft form.
The book is in the process of being developed for families

Future Directions
The Healthy eating policy, procedures & booklet will be ratified by Governing Council and available for all staff and families by mid-2014. This will also be a focus for staff at a whole staff meeting mid-year

2.2.2 National Quality Standard: Physical activity is promoted through planned and spontaneous experiences and is appropriate for each child.

Joey Bound was a program that began at KICS in Term 3, 2012 to encourage children to develop their gross motor skills. This program is funded through a grant and will continue until December 2013. Jo Davidson is employed to plan & implement this program at all age levels and locations.

Strategy
The Joey Bound program was initially implemented for all children at KICS Buller St. Jo planned and implemented a physical activity program for different age groups which was aimed at increasing children’s gross motor skills and confidence through play based activities. The aim was also to give staff more knowledge in this area. At the end of Term 2 Jo produced a folder for each service containing all the activities she has designed.
In Terms 3 & 4 we decided to target the needs of individual children to assist in developing their gross motor skills & confidence.

Results
Jo’s 2013 report indicates that all staff gave feedback that they had gained knowledge in planning for physical development through play. Generally most children increased their level of confidence and skills in physical activity. The children who were identified for more explicit teaching in Terms 3 & 4 and were taken to the local Kindy Gym space showed more gain than others.
Future Directions
The success of the Joey Bound program, in particular the explicit teaching program at the Kindy Gym, demonstrates the success that explicitly teaching some skills to individual children has. We are exploring running a Yoga program at KICS. Kathy Woolard is keen to be involved and will possibly work with us while we seek grants funding.

Quality Area 3: Physical environment

3.1.1 National Quality Standard: Outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purpose.

Storage and storage maintenance was identified by staff in all sites as being inadequate and did not meet OH&S requirements. DECD also provided our service with $20,000 to spend on maintenance.
With Same First Day, Buller St will now have children up to 6 yrs old enrolled. It was identified that the outdoor area needed upgrading to meet all children’s needs
Staff and families recognised that the OSHC building was not serving its purpose adequately

Strategy
All services were fitted with new built or moveable storage facilities
DECD maintenance funding was used at Buller St:
Storage cupboards were built in the art area, adult toilet, kitchen and children’s rooms
The front fence at Buller Street was replaced
A moveable internal fence was purchased to replace the old fence and to enable a more flexible integration of services
A person has been rostered for 2 hours/week at Buller St to ensure resources are stored safely
A plan for the outdoor area upgrade at Buller St was developed
The OSHC service was moved to the Special Education Unit at the school during holiday periods because the existing OSHC facility could not cater for children with additional needs

Results
A recent DECD site physical audit deemed storage facilities and the internal fence at Buller St to be adequate
The outdoor upgrade has been delayed due to funding & facility complications
6 children were able to access OSHC services during vacation care periods in 2013

Future Directions
Stage 1 of the outdoor area upgrade will be completed in 2014
An OSHC building sub-committee will be formed by KICS to explore options for a new OSHC facility

Quality Area 4: Staffing arrangements

4.2.2 National Quality Standards: Educators, coordinators and staff members work collaboratively and affirm, challenge, support and learn from each other to further develop their skills and to improve practice and relationships.

Professional development for staff was disorganized and staff survey indicated that it did not meet their needs

Strategy
The fortnightly Educational Leader’s meetings provided a forum to plan for Professional development to be factored into each monthly whole staff meeting and for a mini T&D calendar to be established. The Lady Gowrie provided our service with 2 professional development workshops, Staff surveys from 2012 indicated that staff wanted to focus on self-reflection as a tool for improvement. After consultation with Pam Lutze a decision to use the RRR was made. Pam came
and videoed how involved staff were with the teaching & learning of children. This was reflected upon at a whole staff meeting and strategies such as the Joey’s trial, staff programming time and expectations for staff were highlighted as strategies to pursue. KICS Buller St also employed a worker 2 hours per week to complete additional cleaning tasks, thus allowing other staff to be more involved with children.

3 mini T&Ds were held

Results
Staff surveys indicate that The Educational Leader’s meetings do not allow for enough time for a deep focus on curriculum
There was a positive response to the mini T&Ds and more staff are using photos for documenting learning and there are less behaviour issues being observed.

Future Direction
Educational Leader’s Curriculum meetings are planned to be held alternatively with Leader’s meetings to allow more time for curriculum conversations, learning & planning
The mini T&D calendar will become embedded into professional support for staff

4.1.1 National Quality Standard: Educator-to-child ratios and qualification requirements are maintained at all times.

Strategy
The National Quality Standards require all educators employed in childcare in 2014 to be undertaking their Certificate III in Children’s Services as a minimum qualification. 7 staff have begun their Cert III this year and 2 Staff have begun their Diploma in Children’s Services. 5 KICE students began studying for their Certificate III and have been doing their placement at KICS, but only 1 has continued on

Results
Only 1 existing KICS educators will not meet the NQS standards for educator qualifications and her intent is to retire anyway

Future Directions
We need to work with KICE & TAFE to setup support systems & study groups for educators & students who are studying their Certificate III or Diploma
We need to work with KICE to setup clear guidelines, support systems and expectations for students studying their Certificate III

Quality Area 5: Relationships with children

5.1 National Quality Standard: Respectful and equitable relationships are developed and maintained with each child.

At KICS we identified that separating children does not lead to maximizing quality relationships and learning between staff and children and children with each other
RRR adult involvement data indicated an increased need for staff engagement with children

Strategy
In 2014 we provided an integrated preschool childcare service for 2-5 year olds at Buller St. Upon feedback from staff and families we made the decision to trial the Joeys (6months-3 years) and Kangas (3-5 years childcare/preschool) groupings
Training & development on balancing supervision v interaction was provided by The Lady Gowrie training Centre
A dishwasher was purchased to decrease time spent in the kitchen by staff
Results
The Joeys trial is still continuing but staff and parent feedback has been positive. These groupings are more costly for staffing but meet the future requirements of 2-3 yr old children having a 1:5 staff to child ratio. Parent comment from 2013 survey: “Happy with the idea of 2-3 age group. Will focus more on my child’s age group as I was worried about him going into big group.”

Future Directions
Consultation will be held with staff and Governing Council in Term 1 2014 to decide on the future of the Joeys & Kangas groupings
Exploring a mentoring role for the Director would enable them to work closely with staff on their level of involvement with children.

Quality Area 6: Collaborative partnerships with families and communities

6.1.2 National Quality Standard: Families have opportunities and support to be involved in the service and in service activities

2012 parent surveys showed that parents would like more information about their child and would like more opportunity to input into the curriculum. Parent comment from 2013 survey “I would love to have a parent and carer meeting like at school”
Staff also identified the importance of partnerships with families and a decision was made to welcome families into the service as much as possible.

Strategy
All services included the “About Me” sheets in their enrolment packs and it was planned that information from these sheets would be included in the program. Staff identified that “about me” sheets weren’t enough and that family meetings would be held with preschool families
We trialled, inviting parents of preschool children to a meeting in week 5 of their child’s first term in preschool. This family meeting was an opportunity to share knowledge about the child and develop some common goals and strengths for the child
A family event was held at Buller St each term with increasing numbers as the year continued. An easter egg hunt, Dad’s night, gift making night etc
A curriculum bulletin was developed and sent out to families each week
All bus children were given a communication book to share between home and preschool.

Results
2013 parent surveys showed a higher % of parents with children in preschool felt they received information about their child’s learning than in LDC.
All family events were well attended and verbal feedback was very positive.
The curriculum bulletin to include information from all services not just Kangas.

Future Direction
Family meetings to include all childcare families in 2014
Add a feedback sheet to family events to get clearer directions for family involvement.

6.2 National Quality Standard: Families are supported in their parenting role and their values and beliefs about childrearing are respected.

Strategy
A book borrowing library was set up in the Buller St foyer for family borrowing
Kate supported each of the 3 main playgroups weekly or fortnightly.
We ran a Circle of Security parent group at Kingscote
Results
Playgroup numbers have increased in all playgroups

Future Directions
We will explore extending the book borrowing to include Literacy packs
An annual cycle of providing Circle of Security courses across Kingscote, Parndana, Penneshaw to be developed, beginning with Parndana in 2014
If PKI funding is continued beyond July 2014, we will explore employing a PKI project assistant who can support the playgroups.

6.3.1 National Quality Standard: Links with relevant community and support agencies are established and maintained.

It was identified that there was no clear way to connect with other early years services on KI and that this was impacting on service provision for children and families.

Strategy
An Early years network group has been established with representation from KICS and leadership by Kate Murray
We are now involved with the KICE Early years education team and meet once a term to share practise and plan future possibilities

Results
We have increased knowledge of services and the number of referrals from childcare have increased considerably
The number of emails, phone calls and face to face conversations between staff at KICE, KICS & Penneshaw Kindy has increased.

Future Directions
To use KI AEDI data to set goals in a collaborative manner with all services and community members
To use the new DECD Partnership approach to strengthen the links between KICS, KICE & Penneshaw Kindy

6.3.2 National Quality Standard: Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities.

DECD introduced Same First Day into all preschools in 2013, which meant that no children transitioned to school in Term 3 and 29 of the 34 preschool children enrolled at KICS transitioned to school in Term 4. All children born between October 2009 & May 1st 2010 needed to be enrolled to begin preschool in January 2014. All these changes meant that we needed to change our processes to meet the needs of the children.

Strategy
We developed a new transition plan in consultation with KICE, where we took all the preschool children over to the school once a week for all of term 4. We had NEP meetings with relevant school staff and families to ensure that transition plans for children with additional needs were developed. All of these arrangements were supported through some
additional funding from DECD and we ensured all families were consulted and informed. We Same First Day in The Islander, KICE & KICS newsletters and via email to ensure all families with 3-4 year old children were aware of their options. 35 children were enrolled in preschool for 2014 and 2 parent meetings for new parents were held.

**Results**
The 29 preschool children, who transitioned to school, were given 9 weeks of transition. Feedback from KICE and KICs staff and families was very positive and all children were very happy and secure on these visits.

All children at preschool in 2014 were enrolled well before the beginning of Term 1.

**Future direction**
All children who are eligible to attend preschool will only begin in January 2014 and stay in Preschool for the entire year. This will mean that there are children enrolled at KICS who will be 5 years and 9 months when they leave KICS and children enrolled at KICE who are 4 years and nine months old. This will mean careful planning with KICE to cater for the learning needs of all children.

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

7.1.4 National Quality Standards: Provision is made to ensure suitably qualified and experienced educators or coordinators leads the development of the curriculum and ensure the establishment of clear goals and expectations for teaching and learning

**Strategies**
Educational leaders meetings (see 4.2.2)
For each staff member to have their own performance plan which linked to their J&P, KICS philosophy and QIP was a goal in 2013. However, we realised that there was no system in place to ensure this happened

In 2013 DECD developed the Brighter Futures strategy which was based on the concept of community partnerships. During the year I attended several Brighter futures forums and assisted in forming the KI Partnership Staff bulletin

**Results**
Some performance plans were developed but this was not consistent and educational leaders expressed a lack of confidence in performance planning & development. There were very few processes, timelines or templates made available for staff

**Future Directions**
Performance planning & development will be a significant agenda item at Educational Leader’s meetings in 2014. Proformas, a KICS Performance plans calendar and documented processes will be made available to all staff.

The KI partnership between KICS, KICE & Penneshaw Kindergarten will be defined and a partnership plan will be published for the community in 2014
**Intervention and support programs**

Inclusive Directions is the agency that provides support funding for children using childcare with additional needs.

In 2013 Inclusive Directions supported 2 children at KLDC for 5 hours a week. OSCH After School Care received 8 hours a week to support 5 children. The support for 6 children at Vac Care was 8 hours each day. This financial support covers most of the additional staff’s hourly wage. Kate O’Loughlin visited KICS several times to support staff in developing Service Support Plans for children with additional needs. She is a great support to all of our staff as they work to meet the developmental and educational needs of all of our children.

In 2013 between 7 and 11 children received an average of 25 hours total per week of preschool support. Lynda Dowie was employed to work with small groups of children in a play based setting. The goals and strategies for these children were developed in conjunction with the DECD speech pathologist, Health Centre OT, DECD Disability Coordinator and the families.

At the end of 2013, Lynda Dowie made the decision to retire. Lynda had worked at KICS for 8 years and was creative, sensitive, caring and patient in her role as preschool support worker. Lynda will be missed.

**Report from Governing Council**

**Chairpersons Report 2014**

Kangaroo Island Children’s Services (KICS) is a family based child care that provides child care and long day care for babies from 6 months, children up to school age and out of school hours care and vacation care for school age children. KICS operates over multiples sites; Penneshaw and Kingscote and employs 35 – 40 staff.

2013 was fast and furious. The KICS team continues their efforts to meet the requirements of the Early Years Framework and Continuous Improvement plan. They do this with diligence, creativity and honesty. This energy is clearly demonstrated in the programming across the services.

In 2012 KICS undertook a survey, which confirmed for the service that there was room for improvement. In 2013 the team took this feedback and ran with it. Resulting in changes across all areas in particular the 2-3 year olds. We now affectionately call them the Joey’s and the changes to this group of children have been outstanding and the feedback I have received from parents is very positive and encouraging. In saying this, the job is not yet finished. The changes in this area have not happened in isolation and the management of all areas of the childcare requires constant attention. The leadership group and all staff have applied themselves in an outstanding manner to make this all work. Providing safety, continuity, organization and fun is not as easy as it might seem however, I am so impressed by the commitment of the staff particularly those directly affected by the changes. They have shown a true determination to make it work, sticking out the tough times and working as a team to make it good for all. At the end of term 1 2014 the staff will present their report of the trial to governing council to see how we progress in this area. I am confident that they will provide an honest and well-prepared report that is child focused and I look forward to the next phase of this improvement process.

Whilst some of the biggest most noticeable changes that resulted from the survey occurred in the creation of Joeys, the leadership team and staff have been chipping away at an overall improvement in the service provided. Particularly the relationship that Children’s services has
with each and every child and their family. The other side to this relationship is the open and honest feedback from families and I encourage all families to continue to have open and honest communication with the service to allow for growth.

Out of School Hours Care (OSHC) has been on the radar for Governing Council and KICS for several years now. The utilization of this part of the service is good, particularly during school holidays when ‘Vacation Care’ is needed. The OSHC team has created some amazing programs in the past year and this year is no different. The team has strived to make the programs enticing and interesting, making the most of what the island has to offer this group, with visits to Paul’s Place, Flinders Chase and The Parndana Pool. Unfortunately sometimes even the best made plans don’t work out (weather, illness). The team and the children non-the less seem to have a great time. This year the Governing Council has formed a subcommittee to propel the new OSHC building project forward. This small but energetic committee has met several times this year and two of its members along with Nath had a very positive meeting with Ian Kent and Maxine Mc Sherry senior KICE staff. Whilst it is early days the work from this group is encouraging and motivating and I am looking forward to continuing this project along with them this year. I encourage any family with an interest in the improvement of the OSHC building to stay closely tuned to see when they may be able to lend a hand and or participate in this project.

The grounds is seeing some changes and improvements which facilitate both safety and imagination, with the eclectic walls at the rear of the yard being something different every time I look, from spider webs to beach holidays. The sandpit and lawn area are next in line for a re model. Making the sandpit a bit smaller and the lawn area a bit bigger.

Inside the building there have been some changes to the way the rooms are divided, trying to make the most out of the space. The noise levels within the building have been an ongoing issue which Nath has had reviewed by specialist. We are awaiting more information to see how we can reduce the level of noise within the building (and still have children in it). This will be a positive improvement for all of the children and staff.

Penneshaw celebrated its 10\textsuperscript{th} year of service and continues to provide a well-planned and prepared service to the community. With key staff taking leave and others leaving we were faced with the possibility of closing the service. However we were lucky in our recruitment with an existing staff member taking on the role of Penneshaw Team Leader. Even with this luck we have had to reduce the service provision hours to maintain viability. Like any industry on Kangaroo Island, staffing and retention remain a constant challenge and one that KICS is committed to. Through assisted and supported study, The Governing Council and Leadership team of KICS continue to support current staff and Kangaroo Island residents with a talent and desire to work with children.

Parenting KI has had a busy year. Kate has worked hard at revitalizing playgroups and the toy library to improve accessibility. The programming by Kate has provided a wide array of families with opportunity for information and growth as parents, families and individuals. Kate continues to be an excellent resource person for families across Kangaroo Island those engaged with KICS and also for those who are not. Her work assisting individual families is a credit to the service. Whilst we are uncertain of the future of parenting KI beyond June this year, Governing Council and the KICS team will support Kate in her application for an ongoing commitment from the government.

KICS had a good year financially and this can be attributed to increased utilization. This allows the service to have sound future provisions in place around staffing, resources and assets, particularly as we are unable to predict utilization from year to year. The other notable component attributing to the surplus for the year is the commitment to close management of staffing across the services.
This year we had an outstanding 20 parents nominate for the Governing Council. This group of parents were diligent and honest in their approach to decision making. I would like to thank each of them for their time and commitment to the service.

Each year I like to conclude with thanks to the staff of KICS and this year is no different. Both as the chairperson of the Governing Council and as a parent I witness the dedication, enthusiasm and hard work of the whole KICS team. This past year the team has impressed me mostly with its embracing of change and rising to challenge.

Yours in service

Louise Wadsworth
Chairperson KICS Governing Council
2013-2014

---

Student data

Enrolments

Figure 1: Enrolments by Term
Total Enrolments 2011 - 2013

The number of children enrolled in Preschool at KICS has steadily increased with a large jump in 2013. Due to this increase, preschool was offered for 4 full days per week during 2014 rather than the usual 3 days. The early 2014 preschool enrolment number is 35 which appears to be average for KICS.

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>24</td>
<td>24</td>
<td>29</td>
<td>30</td>
</tr>
<tr>
<td>2012</td>
<td>29</td>
<td>27</td>
<td>30</td>
<td>34</td>
</tr>
<tr>
<td>2013</td>
<td>42</td>
<td>45</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Attendance

Figure 2: Attendance by Term - Attendance Percentages 2011 - 2013

<table>
<thead>
<tr>
<th>Attendance Percentage</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2011 Centre</td>
<td>91.7</td>
<td>91.7</td>
<td>96.6</td>
<td>96.7</td>
</tr>
<tr>
<td>2012 Centre</td>
<td>86.2</td>
<td>92.6</td>
<td>73.3</td>
<td>82.4</td>
</tr>
<tr>
<td>2013 Centre</td>
<td>90.5</td>
<td>93.3</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>
<td></td>
</tr>
</tbody>
</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

In 2013 attendances at KICS preschool were higher than the state average and in Term 2, the attendances were higher than 2011 or 2012. An interesting observation is that across the state, attendances decrease as the year goes on but at KICS the numbers often go up. Analysis of the Term 1 absentee data, indicates that several children are “off Island” during this time. Therefore at KICS we need to be promoting the vital importance of attending preschool during the term and going on holidays etc in the holiday breaks.
Feeder School Percentage Data

Table 3: Feeder School Percentage Data 2011 - 2013

<table>
<thead>
<tr>
<th>Site number - Name</th>
<th>Type</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>0758 - Kingscote Campus</td>
<td>Govt.</td>
<td></td>
<td></td>
<td>97.1</td>
</tr>
<tr>
<td>1882 - Kangaroo Island Community Education</td>
<td>Govt.</td>
<td>100.0</td>
<td>100.0</td>
<td>2.9</td>
</tr>
<tr>
<td>Total</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

As Kangaroo Island Community education encompasses all of the schools on KI, the above figures are not unusual. The positive outcome of this is that KICS & KICE have the opportunity to work actively together to achieve the best results for all our children and families.

Client opinion

<table>
<thead>
<tr>
<th></th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>84%</td>
<td>83%</td>
</tr>
<tr>
<td></td>
<td>74%</td>
<td>74%</td>
</tr>
<tr>
<td></td>
<td>67%</td>
<td>67%</td>
</tr>
<tr>
<td></td>
<td>86%</td>
<td>82%</td>
</tr>
<tr>
<td></td>
<td>60%</td>
<td>70%</td>
</tr>
<tr>
<td></td>
<td>77%</td>
<td>75%</td>
</tr>
<tr>
<td></td>
<td>71%</td>
<td>75%</td>
</tr>
<tr>
<td></td>
<td>84%</td>
<td>85%</td>
</tr>
<tr>
<td></td>
<td>88%</td>
<td>86%</td>
</tr>
<tr>
<td></td>
<td>86%</td>
<td>89%</td>
</tr>
</tbody>
</table>

1. How supported and respected do you feel in your relationship with Staff?
2. When you began with KICS, how effective was the enrolment/orientation process?
3. Are there opportunities for you to be involved with KICS?
4. Do you feel like you can contribute to decisions about KICS?
5. Do you believe the way you raise your child at home is respected by the staff at KICS?
6. Do KICS staff ask you about what interests your child, or makes them happy at home?
7. Do you and the KICS staff share information about your child’s ongoing learning and wellbeing?
8. Would you like to receive more individual information about your child’s day?
9. How much do you know about Parenting KI?
10. Do you receive enough information from KICS about parenting resources and services?
11. Do you think KICS is helping to develop your child’s knowledge, attitude and skills?
12. Do you feel admin staff are knowledgeable and helpful in their role?
13. Is your child happy at KICS
Results
Parents obviously felt more confident and comfortable, contributing and making decisions within KICS, however they didn’t feel their opinions and knowledge regarding their child was as valued. This also flowed through to a decrease in the % of parents who felt they received enough information about their child’s learning. Comment from 2013 parent survey; question 8 “I never hear about what she has learned.” Where another parent commented “Yes, always. It really helps me to understand what level of learning they’re at and what areas I can help them with” Parents indicated that they know more about Parenting KI and available services and resources. Parents also felt their child was happier at KICS

Future Direction
There needs to be a focus on sharing each child’s learning between home and KICS. Strategies will include family meetings for all parents when their child has been at KICS for approx’ 3 months.
Suggestion from 2013 parent survey, “A short report or meeting maybe every six month on child’s development and behaviour. I am not here to see them interact with other children. When pick them up and drop off I am always in a rush to go to work or home late at night so have little time to discuss my children’s day. I would like to get feedback on what behaviour issue we can work on at home or good activities we can do.”
Increased number of observations & learning stories in each child’s portfolio. Children’s portfolios moved or shared with families more readily

Report from Parenting KI

The playgroups across Kangaroo Island have once again been a big focus for Parenting KI this year, with playgroup numbers increasing at Penneshaw and Kingscote. Parenting KI has also been developing connections with other service providers on Kangaroo Island.

Provision of joined up services for families has occurred with CYH, CAMHS, DECD Speech pathology, Community health speech pathology and Community health Occupational therapy.
An Autism support group has been established which links CLASS, My Time, Positive Partnerships, PKI and families together.
Presenting jointly with the KI Health Services Social Worker & Occupational therapist at the Medicare Local ‘Connecting Communities’ conference was a highlight.
All PKI resources have been catalogued and photographed
Professional development in 2013 included Circle of Security training, a Peter Kenyon workshop and an AEDI information day.
Workshops for families have included Emergent Literacy, First aid for parents and careers, fostering happiness & confidence, supporting our sons and starting school. These workshops were provided by a range of presenters including Dr lan Lillico.
The PKI Parndana Expo was very successful with 16 representatives from 10 services providing information & advice to 26 parents & 32 children
Home visiting support has been provided to a small number of families during 2013 who have needed individual care.
The 4 year funding cycle for PKI ends June 30th 2014 but we are cautiously optimistic that FASCIA will refund the program for another 4 years. In the interim, PKI will be focussing on linking with other services to use the KI AEDI data to inform decision making in the early years. There are more workshops planned for 2014 and the playgroups will be the vehicle for connection and communication with many families.

Kate Murray-Parenting KI Project Officer
## Financial statement

### Jan - Dec 13 Profit & Loss

<table>
<thead>
<tr>
<th>INCOME</th>
<th>EXPENSE</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>RENT</td>
<td>Depreciation -photocopier</td>
<td>$1,744.77</td>
</tr>
<tr>
<td>$10,400.00</td>
<td>KINGSCOTE</td>
<td>$</td>
</tr>
<tr>
<td>$</td>
<td>LDC/PRESCHOOL</td>
<td>$733,068.70</td>
</tr>
<tr>
<td>734,694.96</td>
<td>KINGSCOTE OSHC</td>
<td>$68,505.36</td>
</tr>
<tr>
<td>$</td>
<td>PENNESHAW LDC</td>
<td>$119,310.80</td>
</tr>
<tr>
<td>144,430.28</td>
<td>PKI</td>
<td>$35,505.91</td>
</tr>
<tr>
<td>30,901.37</td>
<td>Total Income</td>
<td>$1,035,510.22</td>
</tr>
<tr>
<td></td>
<td>Total Expense</td>
<td>$958,135.54</td>
</tr>
</tbody>
</table>

We had two small adjustments to our expenses making the final figure for expense being $958,123.32 and giving a surplus total of $77,386.90 overall. The very financially successful year was due in part to our utilisation of childcare being higher than anticipated, a rental payment and a refund of State payroll tax.

Kingscote site- $21,850 additional maintenance funding was granted by DECD, $10,925 was received in 2013. These funds enabled us to upgrade storage and fencing. Major purchases were a dishwasher, 2 fridges and a new lounge. The finance laptop was replaced as were several cameras. Penneshaw site- As part of our H&S a care alert system was purchased. We also contributed funds towards storage upgrades. OSHC- A care alert system was also purchased for OSHC and an external hard drive.

Our surplus for the 2013 has resulted in our total equity being $338,364.49 as at 31st Dec. Provisional funds remain healthy and the new OSHC facility improvement provisional fund had $24,287 allocated to it at 31st Dec. The Christmas tree festival was once again successful raising $1,400, $737 of this being from the trading table and the Parndana and Kingscote show bags raised just over $500.