Improvement Planning.....

- Our Quality Improvement plan for 2013 reflected the progress we had made in 2012; we continued on with priorities, regular reviews indicated we still had improvement to make.
- Use of RRR relationship scale indicated higher score than minimum needed
- Participated in OPAL 'Think Feet First' program & increased our presence in the community
- Held regular visits to feeder schools & participated in excursions/ events with schools
- Participated in Reconciliation Week celebrations with combined Gladstone & Georgetown sites
- Veranda was repaired & extended, flooring was made even using maintenance funding
- All site/ DECD policies/procedures reviewed & updated in line with NQS
- We reviewed the QIP at a closure day in term 3 & then completed a mock audit with the ECC & self-audit in term 4

Use review data collected in terms 3 & 4 to inform QIP in 2014
- Use the RRR relationships scale to inform our practice focusing on quality relationships & conversations building on from 2013
- Continue to improve evidence collected on how we are meeting children’s learning needs.
- Explore how families can be involved in documenting children’s learning and their progress.
- Outdoor environment continues to be developed and improved for children’s learning.
- Self-fund enclosing of veranda with blinds to extend learning environment.

What Next.....
Preschool enrolments over the last 3 years have gradually declined due to lessening numbers of families in Gladstone and surrounds. This has been a trend over the last 10 years and relates to families moving out of the district due to work and lack of long day care amongst other reasons. High numbers in occasional care are not translating to preschool numbers as attendees are transitioning to Preschools and Schools in their local towns. The data shows in term 1 our attendance was below the state average by 13.7% and slightly above in term 3. Roll Book data indicates that absences are due to illness, family choice or unexplained. Due to Same First Day intake there was no data to compare in terms 3 and 4.

Recommendations - continue to promote the importance of attendance at Kindergarten & encourage families to supply a reason for absences.

In line with the Yorke Mid North Oral Language agreement, children on exit from preschool show growth of at least 2 levels or reach level 4 in all 8 aspects of the TROLL oral language assessment; we collected data to track children's oral language development in their first and final terms of Kindergarten. The following areas are rated.

1. Willingness to start a conversation
2. Communicating of personal experiences
3. Asking questions
4. Use of talk while pretending
5. Ability to recognise and produce rhyme
6. Use of varied vocabulary
7. Ability to be understood
8. Expression of curiosity.

2013 TROLL data indicated that:

- All children showed improvement in every area from entry assessment to exit assessment.
- 7 out of 9 children achieved the Regional target of growth of 2 levels or reached level 4 in all areas.
- 2 out of 9 children did not achieve the target due to severe speech and language difficulties. They did however show a growth of 1 level in all areas.

In 2013 of the 9 children that left Gladstone Kindergarten to go to school:

- ☺ 77.7% enrolled at Gladstone Primary School
- ☺ 22.3% enrolled at Georgetown Primary School
- ☺ 0% enrolled at St Joseph's Parish School

This feeder school data varies from year to year; in 2012 there was 0% to Georgetown, 33.3% to St Joseph's & 66.7% to Gladstone. Continue interaction with feeder schools, visiting & joint excursions where possible.