Risdon Park South Kindergarten
Annual Report 2013

Vision Statement: Play, Learn, Develop and Achieve
Enrolments / Services / Student Profile

- 70 - 74 Eligible enrolments (15 hours per week / 30 hours per fortnight offered through full day sessions which parents preferred)
  - GROUP A: Monday & Wednesday 8.30-3.15 and Friday afternoon session 12.00-3.00 fortnightly (even weeks)
  - GROUP B: Tuesday & Thursday 8.30-3.15 and Friday afternoon session 12.00-3.00 fortnightly (odd weeks)
- Transition Term 4 – children starting full time Term 1 2014 attended 3 transition visits per group – 2 morning visits 8:30-10:00 (before playgroup) and 1 afternoon visit 12:30-3:00pm.
- Level of disadvantage - Category 2
- Preschool Support is provided by The Yorke Mid North Early Childhood Support Services (Disabilities Co-coordinator, Speech Pathologist, Early Childhood psychologist) & Port Pirie Regional Health Team – Occupational Therapist.
- Bilingual Support
- Playgroup runs every Friday morning 10.00-11.30am. Kindy staff interact with families and our ECW provides a mat time session at the end to help prepare children for when they start kindy and to introduce families to activities/routines of kindy. Parents have continued running the singing and story at the end of the session.
- CHYS Preschool Checks completed by CHYS Nurse at the kindy
- Preschool Support Funding
- Bilingual support - Indian

Staff Profile

- PSO1 Director 1.0 – Jessica Arbon
- Teacher 0.4 Andrea Tyler (Group A term 1-3) 0.6 Term 4
- Teacher 0.4 – Melinda Woolford (Group B Term 1 & 2)
- Teacher 0.4 – Alison Wood (Group B Term 1-3) 0.6 Term 4
- Teacher 0.4 – Courtney Rieck (Group A Term 3)
- ECW1 1.0 – Margaret Saler
- Support Worker / ECW – Christine Mills / Susie Santhosh
- Relief Staff – Helen Gearing, Andrea Tyler and Melinda Woolford

The core business of Risdon Kindergarten is to provide and develop High quality educational opportunities for learning through play for 3-5 year old children in a stimulating, engaging and interactive environment. We have a friendly caring staff team that ensures that each child feels safe, secure and supported at kindergarten. Majority of the children attended their 15 hours per week/30 hours per fortnight. We offered 3 transition visits in term 4 for all the new children starting in 2014 to still provide an opportunity for them to experience the kindy environment without their parents/carer. We held an Enrolment/parent information night to inform families about what kindy involves, how they can be involved, what is expected of them, etc. plus get all enrolment forms completed and birth certificates sighted as per new DECD requirements.

Majority of our children come from two parent, Anglo/Australian working class families but we also have a portion of single parent families or children who come from a shared parenting situation. Risdon Kindy has a small number of Aboriginal children enrolled and small number of Indian children. There were a small number of children who access kindy via school buses.

Provision of high quality curriculum based on the Early Years Learning Framework (EYLF) for Australia where we consider each child’s background, interests, strengths and needs and develop a workable partnership with parents and the wider community with the child as the priority focus. We use quality reflective teaching practices and interactions which support each child’s learning and development of knowledge, life skills, competencies and attitudes.

Governing Council was a small but committed group who met twice a term to oversee the centres operations and decision making processes. They were a very proactive group who worked towards improving the kindergarten to ensure the best possible learning outcomes for children in a safe and stimulating environment. They have contributed to the new outdoor natural play space plan which will be completed in 2014 and they did an amazing effort with fundraising to make this possible.
HIGHLIGHTS:
- Community visitors and visits out into the community – Ambulance, Police, Fire Station, Police, Library
- Excursions – Basketball stadium for physical activities, Port Broughton/Fisherman's Bay, Bike Safety Centre & Airport, Airdale Primary School, St Mark's Agriculture Centre
- Fundraising towards Outdoor natural play space-dry creek bed and plants (work will be completed in 2014)
- Quiz Night
- Night Sessions – Special Person, Mum's, Dad's, Soup and Story
- Parent Chats
- Obstacle A-Thon
- Fun Day in the Park
- Profile folders – Learning Stories to document children's progress & more parent comments being made.
- Book Based Programming
- Planning and Small group intentional teaching based on children's individual learning needs
- End of Term Celebration / Performances
- Interactive TV
- Internet Research
- Sharing Activities – kindy cameras to take home and return and share with others- Oral language/speaking in front of the group
- Environmental Health visits
- Cooking Program Marg ran each term
- Recycling
- Kindy Facilities Improvements – new blinds indoors and out, veranda, shade, paint work internal & external
Quality Improvement Plan

Quality Area 1: Educational Program & Practice

1st Outcome / Goal: Oral Language ALL children reach level 4 across all 8 aspects of TROLL oral Language exit assessment or increase at least 2 levels across all 8.

Strategies / Steps to achieve Outcome:
- Rate children each term to measure progress and see specific areas that need to be improved so targeted planning can occur.
- Use TROLL resource folder to help with planning and programming.
- In focus groups continue to use TROLL and Language links to target specific areas identified for individual children e.g. questioning skills, curiosity.
- Termly children take home camera and bring something to share and discuss to encourage language development.
- Book based programming in small groups—focus on one book over extended period of time concentrating on its language-letter/sounds/concept of print, rich vocabulary—learning new words, syllables, rhyme, recalling story, inference, problem solving and do associated activities to its theme. Stay in the same group for the term.
- Have small groups for children to practice speaking in front of a group i.e. children could bring in a favourite book which they may be able to talk to a small group about.
- Focus on Questioning Skills

Success Measures:
- All children at level 4 on exit (or at least moved up 2 levels)
- Language Links score will improve between 1st and 3rd term—Expressive and receptive language and levels of questioning will improve.

Progress / Review notes: Book based programming provided lots of opportunities for children to develop their oral language skills and it was great to see them practise these during their play i.e. reading books out loud on the lounges to each other, acting out the story. Focus groups had a more targeted approaches to specifically teaching the skills in TROLL and Learn Link i.e. questioning, prepositions, recalling events in sequence, using new words, etc. Book based programming engaged children well. Lots of comments came back from parents about how well the child knows the book and how interested they are in reading it at home (some have even had to go purchase the book). Book week activity & Literacy & numeracy week provided additional opportunities for all children to speak in front of group about their favourite book. They also had the opportunity each term to take home the camera & then bring back 4-5 photos to talk about. This worked well; even the “quiet” children are having a go.

Outcome: We did not meet the target of every child moving up 2 levels on the TROLL scales or reaching level 4 in each of the 8 questions BUT every child did improve. 70% of our children met the target. Several children only missed out in reaching the target by only moving up 1 level with just one question. We are extremely pleased with these results, especially with all children improving even though they didn’t meet the target. Our results were lower amongst the children who only completed their kindy year over 3 terms. They all improved but not up 2 levels in each question. We believe if they just had that additional term (3 months) to take in the learning and practise more over time that many of them would have achieved the target.

Recommendations: continue to use the TROLL as a rating tool but extend it further by using the reading and writing scales as well. Use the scale mid-year to measure progress and then target on specific children’s needs. More emphasis on quality conversations, strive for 5, levels of questioning, recall skills and rhyme both through planned intentional teaching activities and in children’s play.
2nd Outcome / Goal: Comprehensive planning process that is based on children’s interests, Strengths and cultural backgrounds which critically reflects all children’s learning and development, and in turn is used to plan and implement the program. Streamline planning processes so all staff are aware of what is happening. Parents contributing to planning.

Strategies / Steps to achieve Outcome:
- Regularly ask children what they would like to learn about—in small groups. Termly send note home to parents to help achieve this.
- More child initiated curriculum. Ask children what they would like to do / have out and record what they are doing with it and how you can extend them

Success Measures:
- Program that reflects children's interests, Strengths and cultural backgrounds and is developmentally appropriate
- All staff have a common understanding of what has been planned and what is expected/the intended outcome
- All children engaging in the program based around their interest.
- All children have the chance to choose what they would like to do / have out at least 3 times per term.
- Parents ideas added into the program on a regular basis

Progress / Review notes: During term 1 and 2 we were getting better at this and the children were choosing their activities, equipment and tasks more. Although we felt we still needed to look at less adult directed activities or activities that require a lot of adult in put so the emphasis is back on the child's own creativity, interests and representation - their own learning. Focus groups and Book based program times were working well and targeting children’s learning needs. Have discussed as a staff group how we can find out children's interests each term, not just on enrolment—do this in parent chats, conduct surveys to enable better programming for individuals and groups.

Term 3 we changed planning to reflect children’s interests more and to directly link to goals set on Collaborative learning plans for each child which is done in consultation with family, child and staff but we still needed to find ways to engage parents to add ideas to programming regularly.

Our Term 4 review: new planning working well, although at times staff felt it limits what you plan to do if it doesn't fit in the targeted Learning outcome for the fortnight. We are looking at ways to improve this further in 2014. All staff involved in the Learning Design planning process which we decided to use to look at some changes as a result of same first day commencing in 2014. We all brainstormed what we wanted/expected children to learn while at Kindy and then each staff member took on an area to focus on using the template which made us focus on the purpose of the learning, what children already bring, assessment measures, ways to support, challenge and extend children and then the plan. We now have this as our overarching planning for the year which will guide our fortnightly programming. We look forward to implementing and extending this work in 2014.

Recommendations: Use Learning Design planning completed in Term 4 as the overarching plan for all programming activities in 2014. Referring back to it regularly and critically reflecting on practices to see whether we are achieving what we intended to do and we are meeting the purpose.

Quality Area 2: Children's Health & Safety

Outcome / Goal: All children understand and can communicate Healthy Eating & Healthy Lifestyles. All children take part in regular physical activity.

Strategies / Steps to achieve Outcome:
- Plan physical activities daily
- More group staff initiated physical activities
- Healthy eating program that allows all children to experience regularly
- Promote healthy eating and lifestyles daily through both planned and spontaneous activities.

Success Measures:
- Children's knowledge of healthy eating & healthy lifestyles recorded
- All children (excluding physically incapable) can run, jump, climb etc. competently by the time they leave Kindy (age appropriate skills)

Progress / Review notes: Morg’s cooking groups worked well. Some feedback from children and families that they are trying them at home. The physical activities we do, children are recognising as “exercise” and can tell us why this is important. Just need to still be doing more. Environmental Health visits help children learn and try new foods. We need to be doing more group games. Excursion to basketball stadium Term 3 & write up for folders and in the newsletter to promote physical skills and the importance of exercise, getting parents to regularly practise throwing and catching, jumping, etc. basic skills. Also doing more specific teaching of how to do ball skills, balancing, climbing etc. and practising this regularly before milk time and before pack up at the end of the day.

Recommendations: planned on weekly program specific physical activities to ensure this area is covered daily. Continue to cooking program and link in with whole group more about the importance of healthy eating, different foods, etc. Inform parents of the importance more and get them more involved through newsletter articles, small brochures, etc.
Quality Area 3: Physical Environment

1st Outcome / Goal: Recycling and Sustainable practices
Children are aware of and understand the importance of recycling & caring for the environment.

Strategies / Steps to achieve Outcome:
- Conduct research into successful recycling education and practice in preschools.
- Develop a plan based on findings from research that will best suit our centre's needs.
- Identify funding for the project (if required)
- Visit to recycling depot
- Compost bin
- Embed recycling and sustainable practice into the curriculum - making children aware of the materials they are using i.e. recycled paper to save on cutting down trees, recycled boxes for making NOT only focusing on children recycling from their lunchboxes.

Success Measures:
Educators and children recycling items and also talking about the importance of sustainable practices.

Progress / Review notes: Chris was busy completing a research project on sustainability and recycling for her Diploma studies early in the year and this helped our centre immensely. She taught all staff and children as we went along our new journey. We have established the 3 bin system at kindy with the introduction of the new Pirie Council waste collection system, plus a food scrap system as well which is taken home by families to feed their chooks. Children have taken up this really well and are discussing what goes in what bin and why. Need to go further into what happens with the recycled things, etc. Many families are now providing their children with a waste free lunch helping to reduce the amount of materials we send to landfill. Later in the year families started reverting back to grad wrap and pre-packaged foods so we sent home Waste-Free Healthy Lunches notice to promote recycling ideas and healthy eating options. One parent had done research and found great alternative to glad wrap that is reusable and looks great. She provided us with details and we will look into fundraising with these.

Outcomes & recommendations: continue to build on the sustainability focus at kindy within the programming and within play. Teach children the importance of recycling “Why” “How” etc.

2nd Outcome / Goal: Outdoor Learning Environment revamp—exciting natural spaces linking in with new platform to improve children’s learning as they are curious and involved learners.
Build veranda and enclosure with blinds to increase useable space especially in the inclement weather.

Strategies / Steps to achieve Outcome:
- More lawn area and another shade
- Digging patch for children
- More water outlets/stream
- Vegetable garden under shade
- Ask for parental ideas and visit other kindy / photos to share
- Seek out someone who has planned an outside environment for kindys and get their advice
- Use regional Outdoor Box to get ideas and make a plan
- Governing Council members to seek out further information about natural projects within the Pirie area and grants to apply for
- RRR involvement scales before and after linked specifically to the outdoor learning environment to measure for increased involvement in learning after improvements.

Success Measures:
- New exciting outdoor area complete and children playing, exploring and learning here.
- Improved RRR involvement scales results—before verse after

Progress / Review notes: Staff and Governing council worked closely together on this goal, seeking out ideas from recent projects and researching ideas suitable for our environment and safe for children. Parents were contributing ideas they felt there children would be interested in and they asked their kids what they would like to have a kindy to provide child input. Jess and Chris attended Outdoor Learning Environment training at Pirie Community Kindy which provided some more ideas to add to our outdoor plan. New blinds and veranda completed which allows for more outdoor play in inclement weather.

Outcomes & recommendations: Governing council involvement has been fantastic and the ideas are in place. Unfortunately the process of getting a landscaper in to complete a final design, quote and complete the work is proving time consuming with them all very busy with other jobs. We don’t want to rush and then compromise on quality. We will wait until the New Year now and get them in ASAP to give quotes then start ASAP. The first stage will be removing platform and the dry creek bed with bridge leading to new platform around tree next to back red fence. We will wait until it cools down a bit and get the trees, shrubs, grasses planted to create paths, etc. and the new irrigation system at the same time.
Quality Area 7: Leadership & Service Management

Outcome / Goal: National Quality Standards (NQS) - rate ourselves as exceeding NQS in the area of differentiated learning and Observing Educators and providing feedback.

Strategies / Steps to achieve Outcome:
- All staff engaging with the NQS
- Seek out Training and Development opportunities - differentiated learning.
- All staff completing professional reading on differentiated learning
- Staff identify webs - asking staff what they would specifically like feedback on

Success Measures:
- All staff taking ownership of their professional development and participating in performance chats
- All children’s learning styles and developmental levels taken into consideration when planning and therefore all children can actively take part in the curriculum and will learn.

Progress towards achieving goal: Wendy Lee- Learning Stories training we all attended term 1 prompt lots of discussion about the importance of child initiated learning which leads to differentiated learning (everyone learns differently) and this has helped us look into our own teaching practices and how we operate. Kindy.

Whole staff meetings and student free day provided great opportunities to share practice and learn from each other (this worked really well with our learning stories). Jess & Chris attended outdoor training.

Term 4: All staff attended Numeracy training in Kadina and worked with junior primary (JP) teachers to discuss implications of same first day. We looked at similarities across Early Years Learning Framework & Australian Curriculum. Performance development meetings went well and a fantastic reflection on all the hard work all staff do at the centre. It was great to see everyone taking responsibility for their own professional learning and then putting it into practice at site level.

During our student free day we completed the NQS assessment rating tool as an audit of our site and our practices. Staff had a copy to go through in the weeks leading up to this day. It was fantastic for everyone to have their point of view heard and to highlight areas of strength and areas we need to or can improve in to exceed NQS.

Recommendations: NQS audit work will be used to inform the 2014 QIP. Performance development plans established early and chats occurring regularly to monitor. Seek out T&D opportunities. Pirie partnership professional learning communities (PLCs) will be a great way of collaborating across kindys & JP teachers and learning from each other.

Attendance 95%: All children, including ASTI children attend preschool every session unless illness or pressing family matters but inform the kindy of absences
- Stress importance of regularly attendance in relation to learning and providing the best start to education to parents through a range of measures-newsletters, parent chats, parent wall, special sessions, etc.
- Teach children the importance of regular attendance to improve their learning—make learning fun so they want to attend.
- Enforce the site attendance policy
- Work with families who are regularly absent to establish and develop support measures together to ensure that their children do access the program and everyone feels valued, welcome and important.

Success Measures: Termly data collection reflects 95% attendance or higher.

Progress towards goal: Term 1 during data collection 94.4% very close to regional target, most absences legitimate due to illness or family commitments/holidays. Spoke to those who didn’t let us know and found they had good reasons as well but they need to remember to let us know. Put in newsletters the importance of regular attendance for learning and social well-being. Speak to children about the importance of coming to kindy every day to learn (except when sick), spoke to Governing Council about the importance of their responsibility to continue to inform our families about benefits of regular attendance.

Term 2 data collection week 93.8%. More families informing us about absences though. Need to be ringing families who aren’t regular attenders more often.

Term 3 data collection week 90% lots of children ill. Had phone calls from majority. Two children hadn’t been attending and were not able to get in contact.

Term 4 data collection weeks 91% still lots of children sick-severe gastro in the area.

Final outcome & recommendations: we didn’t meet the aspirational target of 95% but are well on the way and still above the state average. Most absences we were informed about either through phone calls or emails. Next year will continue promote the importance of regular attendance through newsletters and parent chats. Already began this process for next year at the Family Enrolment Night. Another strategy to help increase attendance that has been suggested is for the kindy to purchase a mobile phone and use text messaging as a form of communication.
Chairperson: Katiana Saler, Secretary: Belinda Rafanelli, Vice Chairperson/Vice secretary: ..., Treasurer: Natalie Ferme Committee Members: Vanessa Bessen, Jo Court, Tamara Sheasby, Rebecca Bliht, Zoe Jeffries.

2013 has been a busy and exciting year, and our small group of enthusiastic committee members have worked together to make it another successful year for the Risdon Park South Kindergarten Governing Council. As Governing Council we met twice per term working hard throughout the year to support Jess and her team in their learning initiatives, and to raise funds for resources and further development of the Kindy environment. We assisted in decision making and provided a parent voice about the running of the kindergarten.

Fundraising is vital to maintain the current level of development of resources and facilities of the kindergarten to ensure that our children have the best possible environment in which to commence their early years of education. This year the Governing Council has tried to reduce the amount of constant fundraising events in order to lighten the load on families participating in fundraising activities. We tried to focus on one major and one minor fundraising event a term. These included an Easter raffle, picture plates, family portraits, Obstacle-a-thon, Mundoora Teas, cookie dough, tea towels, and the quiz night. The quiz night was a lot of work to organise, but was all worth it in the end! With the hard work of our committee members walking the pavement, seeking donations for the night, our profits would not have been so great. It is nice to have been a part of a Kindergarten that is so well respected that we have rarely been refused when seeking help from the community.

Through all these fundraising events we had great success and managed to raise a total of $7050. We are extremely thankful for all the kind donations from our Kindy families and local businesses who donated funds and goods to support our fundraising events. The Governing Council's fundraising efforts this year will go towards the new outdoor natural environment area which will be completed in 2014. We are so happy that these funds will go towards providing wonderful learning opportunities and fun for the children well into the future!

The staff at Risdon Park Kindergarten are very dedicated to the learning and progress of the children in their care and there has been lots of growth and development in the children over their time at Kindy. A major highlight this year has been the collaborative learning plans, which allows families to take more ownership and provide more input into their child's learning. The parent chats are highly valued and along with the child-initiated curriculum, it was great to see our children taking responsibility for learning, and families working with the staff to achieve goals for their children.

Some other highlights on the children's learning this year include the successful book based programming which the children seemed to love, as well as the learning profile folders. These folders provide us families with a fantastic reflection and learning progress on our children's time at Kindy. As parents, we really appreciate all the time and effort that goes into these, and we all enjoy sharing and reading the learning stories with our children.

On behalf of the Governing Council we would like to say a big thank you to all the amazing staff at the Kindy. We wish to thank Jess, Andrea, Courtney, Melinda, Alison, Margaret, Chris and Susie for their efforts throughout the year. All staff work extremely hard for the benefit of our children, and we are very lucky to have a highly motivated and committed teaching team here at Risdon Park South Kindergarten. Their contribution to the education of all children who access the Kindy and the learning experiences they have provided for our children is truly amazing.

Finally I would like to say a very big thank you to all of the members of the 2013 Governing Council for their dedication, support and assistance throughout the year. I am very impressed with the way we have worked together to achieve great things for the Kindy. You are a dedicated and committed group of mums and together we achieved some great things over the year (even if we were such a small group!). Our fundraising efforts were excellent and we have provided some great ideas towards the outdoor sensory garden which we can't wait to see completed in 2014.

On a personal note, I have really enjoyed my time as Chairperson on the Risdon Park South Kindergarten Governing Council Committee. It is a role that has allowed me to have an insight into the running of the Kindy, contribute to decision making and see how the children have benefited from our efforts. I am grateful for the friendships and knowledge that I have gained while being involved in this wonderful learning environment and I wish the 2014 Governing Council all the best for another fantastic year as they continue to improve the services and learning outcomes for all children.

Katiana Saler
Chairperson for the Governing Council 2013
This year was the transition into same first day which commences in schools in 2014. This meant children could only enroll in kindy in term 1 and in term 2. The children who commenced in term 2 did their preschool entitlement of 600 hours over 3 terms, which meant they did 2 days a week in term two, 3 days in term three and 4 days in term four. These children in term three and four created higher than 1 enrolment and so accurate data for 2013 was not able to be collected. Our numbers remained high during term 3 and 4 with these changes.

Attendance during 2013 has been consistently high, we are above the state average, which is fantastic and indicates parents are valuing the importance of preschool education. We stressed the importance of regular attendance regularly through the newsletters, at the enrolment night and 1:1 with parents at our parent chats each term. Our attendance figure is fantastic at 93% and majority of our absences were explained and were due to illness, holidays or family commitments. We are working on improving Aboriginal Attendance and our small number of Aboriginal children enrolled are attending consistently which is fantastic.

There are 6 mainstream feeder school options in the Port Pirie community, In 2013 70% of our children transitioned into the 2 private schools in Port Pirie (59% St Mark’s College & 12.5% Mid North Christian). Majority of the remaining 25% feed into Risdon Park Primary School. The data shows the trend over the past 3 years is similar with over 50% of our children transitioning to St Mark’s College but it was fantastic to see a slightly higher percentage of children transitioning to the Airdale Primary School this year.
Throughout the year staff have been seeking parent involvement and feedback in a variety of ways; parent chats, surveys, general chats at beginning and end of sessions, at special events/nights and excursions and through fortnightly newsletters. We have found the parent chats allow parents to have a direct input into their child’s learning, make suggestions and clarify queries, but not all parents see this as them having input into their child’s learning and the planning and programming at kindy. As a staff team we need to make this clearer and help them realise that just because they are not volunteering throughout the children’s daily session, they are deeply engaged and influence planning when they contribute during parent chats, share children’s learning stories and make comments, when they read the newsletters and when they chat with their children about what they have done at kindy and reinforce they learning happening. Staff have remained open to all parent feedback throughout the year and implemented suggestions and changes made where necessary.

Our major client opinion data set comes from the 2013 Annual Parent Opinion Survey and is based on 49 out of 60 surveys returned. There were a lot more written comments, of which were positive, this year. Staff found these comments very useful as we completing our yearly review as they highlighted improvements throughout the year which we have been working hard to achieve. It is great evidence to show our improvement plan, our planning and practices are making a difference and most of all that families strongly valued the work we do with their children and their appreciate it.

Survey results indicate overall families are very satisfied with the operation of the Risdon Kindy. The graphs indicate how well parents think Risdon Kindy is operating within 4 focus areas, Quality of Teaching and Learning; Support of Learning; Relationships and Communication; and Leadership and Decision Making. In all 4 categories the most significant number of responses were in the ‘Strongly Agree’ and ‘Agree’ brackets and we only had 5 questions which a disagree comment and the percentage related to 1 person.

Again in comparing 2011, 2012 and 2013 data indicated improved results in all areas and that parents are more involved in their children’s learning & they feel more informed about their child’s progress indicating the Parent Chat & Individual Learning Plan strategy have been a success. Newsletters are more informative about the learning that has been happening at kindy and parents are continuing and extending the learning at home and in the community. One parent commented:

> We are improving with families feeling we seek their opinions within the program but we still need to improve on educating families as to how they are involved because 99% of families have been involved through attending parent chats and developing collaborative learning plans for their child where parents, staff and the child set learning goals and list strategies as to how each person is going to help the child achieve the goals, but not all parents see this as being involved in decisions or the programming, they think they have to come in during sessions and be hands on. When closely comparing 2012 to 2013 results although there was a minimal increase in either disagreed or neutral responses, there was growth in agree and/or strongly responses, indicating parents were happy with the services provided with over 90% agreement.

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<th>Item</th>
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<th>2013 D=2% N=7% A=33% SA=58%</th>
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<tr>
<td>The preschool seeks parents opinions about educational programs</td>
<td>2012 N=6% A=28% SA=66%</td>
<td>2013 N=4% A=26% SA=67%</td>
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<td>Parents are invited to participate in decisions about their child’s education</td>
<td>2012 N=8% A=56% SA=56%</td>
<td>2013 N=5% A=40% SA=55%</td>
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<td>The preschool includes parents and community in decision making</td>
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Staff were extremely happy with the results but still are always looking for ways to improve further to make sure we are continuously providing the best learning outcomes for all children and their families are actively involved in the learning process.

Recommendations:

- Continue and build on from the family enrolment night which had an information session about everything that happens at our kindy highlighting clearly how parents are involved - parent chats each term and special events and sessions to make the most of opportunities to seek parent/family feedback and input.
- Look into effective ways to get parents to becoming actively involved in providing their opinions/ideas to the programming. Build on parent comments to help out more during excursions and sessions by providing opportunities for families to come in and help with craft based activities at least once per term. Plus inviting families to help out on excursions where necessary.
Parent Comments - Other Comments

I would recommend this kindergarten to any parent.

I am happy to say that I have found more than enough positives to write a glowing testimonial about my daughter Attie and her classmates. Our daughter has been part of the Kindergarten program since September 2013 and has made significant progress in her academic and social development.

Attie loves going to school every day. She looks forward to seeing her friends, teachers, and learning new things. She enjoys playing with toys, drawing, painting, and playing with her classmates. She is confident in her abilities and enjoys sharing her knowledge with others. She is also becoming more independent and is able to make her own decisions.

The teachers are friendly and approachable, and they take a personalized approach to teaching. They are patient and understanding, and they are always willing to help when needed. They are also very knowledgeable and passionate about their work. They are always willing to answer questions and provide feedback.

Parents can access the school’s website to view the latest newsletters, announcements, and updates. The school also has an active parent-teacher association, which organizes regular meetings and events to foster communication and collaboration between parents and teachers.

Overall, we are very happy with our daughter’s kindergarten experience, and we believe that Attie is well-supported and loved by her teachers and classmates.

Sincerely,

[Parent's Name]
**Financial Statement**

**SUMMARY FINANCIAL STATEMENT 2013**

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<td>Human Resources</td>
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<td>Curriculum Maintenance</td>
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<td>Site Funded Works</td>
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<td>Admin/Facilities/Utilities</td>
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<td>Fundraising</td>
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<td>Other Expenses</td>
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<td>Balance 31/12/2013</td>
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<td>Commitments for budget</td>
<td>$53400.00</td>
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