Instructions for Using the Preschool Annual Report Template

This Preschool Annual Report template has been provided to aid in the development of your site’s annual report.


Please note: The data for your report will be available in SPeRS early November 2014. To assist leaders, SPeRS will also provide selected data reports for your own site. Sites are encouraged to copy and paste the charts and tables from these reports to ensure that all the Essential Requirements 2014 are included in the site’s Annual Report.

Data for your Reports

- Data for your report can be found in the SPeRS report Data for Annual Report. It has been formatted so you can simply copy and paste the tables and charts you require from this document to your template. If you find the tables and charts in this report do not meet your needs, as in the past, you may also choose to use the Data Profiles or the Site Summary Report in SPeRS.
- Finance data will come from your End of Year Profit and Loss Statement. You can choose to enter the data in the table provided in the template or attach your End of Year Profit and Loss Statement as an appendix.

Hints and Tips for Formatting your Report

- For copying and pasting from PDF documents e.g. Opinion Survey please check out the following document http://www.decd.sa.gov.au/accountability/files/links/SPERS02_Copying_from_PDF_v.pdf

Contact Details

For any queries regarding the data sets or the annual report templates please contact Data Management and Information Systems:

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Version 2.4 3/10/2014
‘I can’t do it yet!’ Fostering a growth mindset in ourselves and our children.

Source: Dweck, Carol, *Mindset: The New Psychology of Success*
1. CONTEXT

Preschool Name: North Haven Kindergarten  
Preschool Number: 5636  
Preschool Director: Lee Jones  
Partnership: Le Fevre Partnership

We are a stand-alone kindergarten located adjacent to North Haven schools. We are a fulltime centre. We had 47 enrolments this year. Our standard configuration for the 15 hours of preschool is one full-day and 3 half days but we continue to be flexible in our session provision within our staff/child ratios. We are a 2 staff centre but used our Universal Access funding to employ Early Childhood Workers as we believe this provides a direct benefit to children. We continued to offer two funded occasional care sessions for over two's on Monday and Wednesday mornings. These sessions were extremely well utilized and provided an invaluable way for children to transition from home into kindy as does the playgroup session we continue to provide on Friday mornings. We believe establishing relationships with children and their family is instrumental in children developing a strong sense of belonging and well-being within the kindergarten environment. We were providing sessions fortnightly for the children utilizing the occasional care service to ensure equity of access for the many families enrolled.

We continued to share very positive relationships with many staff and the Principal at North Haven school. We shared in depth meetings with school staff and special education staff about children with additional needs to determine how best to support them and their families when they commenced school at the beginning of 2015. The Junior Primary teachers were supported to attend NEP meetings. This gave them a greater understanding of individual children’s needs and informed their practise in establishing effective teaching strategies to support success in their learning for these children. This was also very beneficial for the parents of these children who were often feeling anxious about their children transitioning to school. I ran a session for staff about how we teach numeracy and literacy concepts in our play based curriculum and the feedback from Robyn (School Principal) was very positive. We were chosen to trial the numeracy indicators in term 3 and 4. This led to conversations with Marg and Catherine the junior primary teachers about our interpretation of the language in this document and the implications for continuity of learning for the children transitioning to school. We have also since attended P/D about the transition to school position paper which is also a positive step in analysing what we are currently doing and how can support the children and their families transition to school more effectively in 2016. We wrote our summative reports using the statement of learning document with slight reformatting. We also wrote our literacy and numeracy summaries of the children’s learning using the language of the numeracy and literacy indicators which we will continue to do in 2015.

We enjoyed the support of the wonderful group of parents who formed our Governing Council in 2014. A special thank you to Alli Lang the Chairperson and Yvonne Boschiero the Secretary. Our Governing Council was a small but very productive group. Our focus in terms 3 and 4 was ensuring our increased visibility in the local community which included having stalls at the Le Fevre Giant garage sale and at the Semaphore street fair where we gave out over 300 helium filled balloons with our contact details on them. We have also received advice from one of our parents who works in PR and we will discuss and action recommendations he has made in 2015. We are promoting involvement in our Governing Council in 2015 with our playgroup and occasional care families.

2. REPORT FROM GOVERNING COUNCIL

Over the past 12 months I have performed the role as Chairman for the North Haven Kindergarten Governing Council. This role seen me work with a remarkable group of parents who have kindly donated their time to the kindergarten to produce some fantastic work and opportunities for the kindy. Thank you to, Krystell Coulthard, Cate McIntee, Nicole White, Yvonne Boschiero & Hannah King.

When I was asked to write this report I was asked to write it from the soul, this really struck a chord with me as this is exactly what this Kindergarten has, it has soul. Lee as Director and all the staff have put a lot of work into ensuring that all the children have the opportunity to experience learning in a way which brings learning to life; through the connection with nature and play based curriculum. I also look around at this fantastic facility with its large outdoor play area, the largest natural play area
for any kindergarten I have seen in this area. These spaces allows the kids to play outside and inside in a safe and learning environment, allowing them to grow and form friendships. This is what makes me feel that this Kindy has soul.

Soul (n)
Emotional or intellectual energy or intensity

This Governing Council has worked on some fantastic projects this year. The fundraising projects have been a very successful Mother Day sale, run by Yvonne. The Father’s Day sale run by myself & the very creative Tea Towel drive run by Nicole White. All of the fundraising projects were assisted greatly by the generosity of parents and relatives of the kids from the Kindy; without their help these projects would not have been as successful, so thank you to all those involved.

We also ran our first ever marketing project, which was to have a stall at the Semaphore Street Fair. This was highly successful in terms of getting the Kindergartens name out into the community. A big thank you for Yvonne for coordinating the arrangements and again a thank you to all the parents and relatives who assisted at the stall. We will be looking to continue this marketing project again this year.

We have also been busy at upgrading the facilities within the kindergarten, through heightening the fence line, upgrading the soft fall pathways, including the installation of two boats into the outside area and a complete replacement the air-conditioning unit. We are always looking at ways to improve the facilities and therefore the children’s experience at the kindergarten. The role the Governing Council plays in the upgrade is to review and approve the expenditure and assist the team with quotes etc.

As I look back at the year past, we have achieved a lot as a Governing Council but we still have some projects on the cards, which we were not able to get to this year. They include updating North Haven Kindergartens logo and signage, and increasing the Kindergartens profile in the wider community.

All parents and relatives are welcome on the Governing Council and as they say, more hands make light work. If you are interested in joining, we meet twice a term at the Kindergarten for an hour, please ask Lee for more information.

It is with a heavy heart that I am resigning from my role as Chairperson this year; due to my son transitioning to school and therefore greater work commitments. I have thoroughly enjoyed my time on the Council and look forward to seeing all the great work that the Governing Council produce in the years to come.

Kind regards,
Allison Lang

3. HIGHLIGHTS 2014

< A brief report including highlights and achievements for the year.>

4. QUALITY IMPROVEMENT PLAN

Quality Area 1: Educational program and practice.

Identified issue: As part of the self-review process in 2013 staff identified an issue was that children don’t have enough opportunities to reflect on their learning. It was decided to continue with the floor book as a reflective tool and a place capture the children’s ideas.

- The floor book continued to evolve
- We recorded the children’s learning through learning stories, observations which captured their narrative, photos, articles and work samples. We analysed the children’s learning using the Early Years Learning Framework. We planned a ‘what next’ through our observations and in our consultations with the children.
- The children shared discussions with the staff about the contents of the floor book and were encouraged to access the book as well as take an active role in cutting and gluing photos of their choice into the book.
• The children were encouraged to share the book with each other and their families.
• Photos were also shared with the children and their families as a slide show, reflecting the learning the children had achieved in a day.
• The floor book gives parents and visitors a visual representation of the children’s learning.
• Each term we had a numeracy and literacy focus based on the interests of the children. Literacy and numeracy learning focus projects were again implemented to ensure we were working in partnership with families and to reinforce the learning their children were achieving.
• We gave out a survey to gather evidence of the children’s learning from home and received 9 responses; the evidence was very positive and reinforced the success children were achieving.
• We explored the use of a ‘planning tree’ to capture the children’s voices directly and via their parents adding their ideas. We continue to explore ways to make the link between the children’s ideas and the planned curriculum as evident as possible.
• The children’s folders where we collected work samples and learning stories were made accessible to the children and their families. Children were encouraged to choose work they would like and to add it to their folders.
• The road safety school was a fun way for the children to learn about keeping safe as a passenger, pedestrian and as a passenger in a car. The double decker bus provided a high view of the local community and the children were very observant and excited throughout this experience.

Next steps:
We plan to use a ‘planning wall’ to display the children’s learning. This wall will clearly indicate the cyclic nature of our planning. That our planning is largely driven by the children’s ideas, staff reflections about the children and parent input. It will make the children’s learning through our play-based curriculum more evident. The learning will be analysed using the Early Years Learning Framework. It will streamline our assessment process. New observation proforma will be developed as part of this implementation. We hope all parents will read the wall as not all families were accessing the curriculum journal. Equity will be monitored to ensure all children’s learning is represented. Project work will be undertaken in addition to the ‘learning wall’ and recorded in a journal.

Identified issue: To reflect on our current assessment and reporting process in terms of ‘Same Day Start’. Lee to spend a day formatting assessment proforma to be used throughout the year with a focus on literacy and numeracy and devise the best ways of reporting to parents.

• I worked in central office with a colleague to write vignettes to support the literacy indicators which were being developed by DECD.
• Our site was chosen to trial the numeracy indicators in term 3 and 4.
• We used the statement of learning this year as our assessment tool. This document was developed in a project with Elspeth Harley last year. I reformatted the document in 4th term which I felt was necessary to provide a polished report for families and worth the effort I committed. We used the language of the numeracy and literacy indicators in each statement of learning. I shared discussions with Judi Hunt about how we have and will continue to implement the numeracy indicators as a staff team with a shared understanding. We developed a new observation proforma to gather data about the ways children are applying their numeracy knowledge as they play. This data provided richness to each child’s statement of learning.
• Heidi and I attended an ECHO training session run by Professor Lillian Katz and I attended a morning with Professor Lillian Katz talking about aspects of Project work and how it supports the development of dispositions for learning with young children.
• Sandy, Karlie and I received nominations for the 2014 public teaching awards.
• We worked closely with Catherine and Marg from North Haven Schools in terms 3 and 4 to discuss how we can best support the children transitioning to school at the beginning of next year. They visited the children at kindy giving the children a chance to see them in the security of the familiar environment of kindy. We were able to support the children’s orientation visits as the school supported our involvement by having these visits on Fridays. We shared crucial conversations about each child’s strengths. We reviewed school routines and offered advice about flexibility and time which when implemented supported the children’s adjustment to this new learning environment. We discussed the importance of realistic expectations. Catherine was able to attend the end of term celebration at kindy and shared conversations with families giving invaluable insight into any concerns families had as
well as interests which the children had which could be supported through the school curriculum. We provided input into the class placement process. Throughout the year we were committed to supporting the children to build relationships with the school staff prior to them transitioning to school.

**Identified issue:** To ensure that every child is engaged in all aspects of the curriculum. To use RRR as a diagnostic tool focusing on engagement of children in the learning environment.

Data was collected in June 2014 using the scale for well-being and the scale for involvement. The feedback from the staff about this process included:

"having a focus on one child was beneficial as usually we must be aware of all the children and mindful of what they are doing. Interesting to have uninterrupted time to observe I learnt a lot. Frustrating- as I still needed to be aware of the occasional care children wanted to give the observations my full attention.

Too hard to do it in one hit, in the true world of this environment. Children were asking what I was doing; responding to a child nearby disrupts your observation. Once I picked a child and started observing has an impact. Needed to keep a distance from the child being observed."

There were 28 children observed and 39 observations taken
79.9% of the children were indicating a high or extremely high level of well-being. Two children or 5.1% of children were at the 2.5 level of the well-being scale. 69.23% of the children were indicating high or extremely high levels of involvement and 10.3% of children (4 children) were indicating low or extremely low level of involvement. Of these children one child achieved a 5 for wellbeing and a 4 for involvement in one observation and 3 for wellbeing and 2 for involvement in the second observation. In the second observation he was waiting passively to have a turn of the fire truck toy as other children played with it and staff have focused on supporting him to enter and sustain play with others and to be more assertive in expressing his wants and needs. The other children in this group were identified as having speech and language needs and were supported throughout the year by the DECD Speech Pathologist, the support worker, other staff in the Centre and their families. All children made significant gains and this was reflected in their increased social confidence as the year progressed.

**Next steps:**

As the *Learning Wall* evolves this process of sharing how individual staff members record and interpret children’s learning will deprivatise our work as we collaborate with each other in identifying and supporting the learning the children are engaged in. Transitions to school will also be supported through our commitment to ongoing collaborative work with our School colleagues through the Partnership and at North Haven school. We will be sharing information about ‘Let’s Start’ implemented at North Haven school and it’s appropriateness for implementation in the kindy curriculum. We will be documenting our current processes using the rubric in the “Starting School” program and reflecting on where we can improve in consultation with each other, the children and their families.

We will continue to use the RRR diagnostic tool and in consultation with the new staff and parent community determine our focus areas.

We will share discussions with the school about the language contained in the literacy indicators as we did this year with the numeracy indicators to work towards continuity of learning for children between these two education sites.

**Quality Area 2: Children’s Health and safety.**

**Identified Issue:** While there is currently a written record given to parents for any child illness or injury there was feedback via a single request in the parent opinion survey that we have a formal template to record injury/illness.

- A proforma has been developed and a process implemented in consultation with all staff and the Governing Council.
- A flow chart has been developed which states actions to be taken in the case of a critical incident. This has been achieved in consultation with staff, parents and DECD support staff.
- Daily inspections are completed as required through NQS.

**Quality Area 3: Physical Environment.**
Identified Issue: Fixing the gate so that it closes securely.

- The gate spring was replaced last year. We have had Perspex installed on the gate so children can no longer stand on it.
- In terms 3 and 4 we also had the fence panels in the lizard garden heightened to 1500mm to alleviate an identified climbing hazard. A section of the fence behind the frog pond was identified by parents as a concern so we have had this section of fence heightened to 1500mm.

Identified Issue: Upgrade of sandpit, soft fall and paths.

- The soft fall under the climbing has been topped up. The sand in the children’s sandpit has been topped up. The soft fall under the swing has been topped up. The rubber path has been extended.

Identified Issue: Children to be involved in maintaining the vegetable garden and cooking using produce, planting new garden beds and fruit trees.

- We created an additional garden bed adjacent to the sandpit and the children have helped plant banana palms which if they successfully grow will provide more produce for the children to pick and eat. We have planted corn, cherry tomatoes and lettuce which we have encouraged the children to water and taste. Parents sourced plants and helped with the planting.

Identified Issue: Addition of fiberglass boats and mud kitchen.

- Two boats have been sourced and installed with the support from Bob from the Largs Bay Sailing Club. We will continue to source props to enhance the children’s imaginative play.
- We decided in Term 4 to involve the community in the journey of establishing a mud kitchen.

Identified Issue: To ensure that all current staff and future staff own and sustain the environmental practices we have implemented in our Centre. Site Environmental Plan to be updated in consultation with Elisia from KESAB.

In terms 3 and 4:

- Heidi and I attended the ‘Digging Deeper’ conference run by Lobethal Kindergarten. We wanted to hear about their journey to become a ‘Nature Kindy’ as we plan to take this journey next year. We are committed to challenging ‘Nature deficit disorder’ and to support our children to continue to build real and meaningful connections with the natural environment.
- We sourced a clothing recycling bin from Diabetes SA as another way to promote our commitment to recycling with the children and their families.
- I attended a ‘Nature Play’ session run by Blackwood kindergarten. I had the opportunity to listen to speakers from Nature Play SA talk about risk taking and young children.
- We sourced a wide range of loose parts from Bunnings which the children can use in open-ended ways to enhance and extend their play.
- Woodwork sessions originated after a parent donated a bag of nails and screws to enhance our loose parts focus. Children would gather around the wood work bench with their piece of wood and select the appropriate nails for the project they intended to create. The kindy would be overcome with the banging of hammers! It was encouraging to see girls as well taking up the opportunity to do woodwork and Parents provided positive feedback on seeing the woodwork table surrounded by girls. The woodwork sessions were a great opportunity for children to work collaboratively and use natural materials and real tools.
- We planted additional water wise plants in our lizard garden with support from Trevor and students from North Haven school.
- I updated the SEMP in consultation with KESAB.
- We continued to explore our local environment with the children to source a variety of natural materials to add to our collage area and for the children to access in their play.
- Our sprinkler system was upgraded as a leak was found which was affecting the water pressure.
- Our lawn has been cored and fertilized and is much softer underfoot for the children.
We continue to sustain our environmental commitment as we maintain our worm farm, frog pond and butterfly garden with the children as active partners.

Next steps:
To consult with the children, new staff and families about the goals and implementation of our SEMP.
To add our SEMP to our website.
To display the signage from NRM this acknowledges our work around sustainability and environmental awareness.
To plant passion fruit plants on our arbor.
To continue to develop our vegetable gardens.
To add new signage to our boat area.
To develop a larger frog pond.
To develop a mud patch and mud kitchen.

Quality Area 4: Staffing arrangements.

Identified Issue: As there is new leadership this year and new part-time ECW'S it is a priority that expectations and team values and goals are created and followed by all team members.

Karlie Croughan resigned from her contract as Director in week 7 term 2. (Refer to letter sent to the community)

Identified Issue: Staff meetings will increase from 2 per term to fortnightly.

The staff discussed this at the beginning of term 3 and the consensus was that staff felt longer meetings twice a term were more effective. They also continued to share ongoing information though the continued use of the communication book and through newsletters, discussions with each other, through the PDR process and through social gatherings.

Quality Area 5: Relationships with children.

Identified Issue: We need to review our ‘Safe and Happy’ kindy book in consultation with our current cohort of children.

We reviewed our ‘Safe and Happy Kindy’ book. This book was a collaborative project, intended to give the children ownership and ongoing responsibility for their well-being and safety and for the well-being and safety of others. We were aiming for our children to become inclusive, responsible global citizens. Heidi and I discussed this book and decided to capture the overarching life skills and expectations that would support us all to achieve a positive sense of well-being in the kindergarten environment. These were, using safe hands, respecting each other, respecting our environment, respecting the equipment, persisting, following the mat time expectations, collaborating, being inclusive of others, being friendly to each other, making safe choices, showing patience, showing understanding towards others, belonging, showing empathy and celebrating diversity. We added the children’s thoughts about each of these areas and collated them.

Next steps:
We will review and update our ‘Safe and Happy Kindergarten ‘book in consultation with our current cohort of children.
We will continue to focus on an area of the Child Protection curriculum each term to ensure all aspects are covered during the year. We will also continue to be flexible and responsive, seizing opportunities to teach and reinforce this curriculum as appropriate to the children’s actions and activities.
In term 4 we supported the families and children who were able to participate in the ATSI graduation. A wonderful experience giving the younger children role models to aspire to and reinforcing a stronger sense of identity. We worked closely with Simon the AEW from North Haven school and he was instrumental in supporting our involvement. To work closely with Simon next year will be a goal.
To ensure consistent and accountable use of ILPs and NEPs involving family and community.
We will continue to ensure that we achieve equity in each child’s representation on our learning wall.
We will continue to work in partnership with each child’s family to gain a deeper understanding of each child’s needs and interests for inclusion in the curriculum.

Quality Area 6: Collaborative partnerships with families and communities.
Identified Issue: We would like to continue to build strong links with the staff and children from Kura Yerlo Community Centre. We would like to restart the visits, have a story telling and musical instrument session with an Aboriginal elder and work on an artwork which celebrates Kaurna culture in an authentic way.

- We shared a cultural connection with Freddie an Aboriginal elder.
- We shared a visit with the staff and children from Kura Yerlo celebrating diversity in an engaging way through play. At group times we would regularly incorporate the Kaurna greeting into roll call, the teacher would greet the children and the children would respond “Nina Marni”. We shared discussions about Kaurna Language and Aboriginal and Torres Strait Islander ownership of the land. Dancing and singing to Johnny Huckle songs introduced the children to Aboriginal music and Dreaming’s.
- We celebrate diversity in ongoing and deliberate ways including, sharing cultural celebrations including Easter traditions which the Austrian family in our Centre shared with us. We have a variety of authentic Aboriginal resources and food plants which we discuss and eat! We continue to build our knowledge and resources to reflect the multicultural nature of Australian society. We celebrate diversity and difference.

Next steps:
- To explore funding options which will enable the children and staff from Kura Yerlo to consider visiting our centre each term again.
- To make contact with the elder we have met to arrange a visit where he can again share his knowledge and skills with our families.
- To continue to explore ways we can work with a local Aboriginal artist.
- To explore options to fund the project.

5. INTERVENTION AND SUPPORT PROGRAMS

In 2014 we supported 6 children with severe speech and language disorders and one child with a moderate speech and language disorder. We also welcomed a child with a global delay into our centre and received a high level of support from Briony Dinning which was instrumental in us successfully supporting his inclusion in all aspects of the kindergarten curriculum. We worked closely with Nicole Schmidt the DECD Speech Pathologist as she provided reports and programs which we could implement to ensure each child was progressing successfully in consultation with Nicole. Sandy MeHaffey in her role as support worker played a key role in the implementation of their speech and language programs. Kerri-anne Paku and Hannah Bott supported the child with a global development delay as he adjusted to the routines of kindy and the social opportunities it provided. Unfortunately the diagnostic assessment report for this child from Flinders Medical Centre arrived after he had left kindergarten. The school staff from North Haven was actively involved in the NEP processes and in sharing information with all stakeholders ensuring they had a depth of knowledge about each of these children prior to welcoming them into school at the beginning of 2015. The school staff also committed to building relationships with the children prior to them commencing school which supported then to maintain a strong sense of well-being.

6. STUDENT DATA

6.1 Enrolments

Figure 1: Enrolments by Term

Total Enrolments 2012 - 2014
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>
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<tbody>
<tr>
<td>2012</td>
<td>55</td>
<td>54</td>
<td>53</td>
<td>59</td>
</tr>
<tr>
<td>2013</td>
<td>45</td>
<td>47</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td>44</td>
<td>41</td>
<td>46</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

6.2 Attendance

Figure 2: Attendance by Term

Table 2: Attendance Percentages 2012 - 2014

<table>
<thead>
<tr>
<th>Attendance Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year</td>
</tr>
<tr>
<td>2012 Centre</td>
</tr>
<tr>
<td>2013 Centre</td>
</tr>
<tr>
<td>2014 Centre</td>
</tr>
<tr>
<td>2012 State</td>
</tr>
<tr>
<td>2013 State</td>
</tr>
<tr>
<td>2014 State</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: Figures have been revised for previous years, using integer deemed attendance not decimal.
Source: Preschool Data Collection, Data Management and Information Systems
6.3 Destination – Feeder Schools

Table 3: Feeder School Percentage Data 2012 - 2014

<table>
<thead>
<tr>
<th>Feeder Schools</th>
<th>Type</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>0219 - Largs Bay School</td>
<td>Govt.</td>
<td>2.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0908 - Ocean View P-12 College</td>
<td>Govt.</td>
<td>4.4</td>
<td>2.9</td>
<td>2.3</td>
</tr>
<tr>
<td>1135 - Karrendi Primary School</td>
<td>Govt.</td>
<td></td>
<td></td>
<td>2.3</td>
</tr>
<tr>
<td>1375 - North Haven School</td>
<td>Govt.</td>
<td></td>
<td>11.4</td>
<td>88.6</td>
</tr>
<tr>
<td>1833 - North Haven Junior Primary School</td>
<td>Govt.</td>
<td>88.9</td>
<td>77.1</td>
<td>4.6</td>
</tr>
<tr>
<td>8026 - Immanuel Primary School</td>
<td>Non-Govt.</td>
<td>2.9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8222 - Dominican School</td>
<td>Non-Govt.</td>
<td>6.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8370 - Star of the Sea School</td>
<td>Non-Govt.</td>
<td>2.9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8386 - Portside Christian College</td>
<td>Non-Govt.</td>
<td>2.9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>100.0</td>
<td>100.1</td>
<td>100.1</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

7. CLIENT OPINION

Parent Opinion – Quality of Teaching and Learning

Of the families attending who all received a hard copy of the parent survey 43% of families responded.

In this section 'Quality Teaching and Learning' the majority of parents responded positively about the teaching and learning at North Haven Kindergarten. Only 12% of families were neutral in their response.
WHY?
The reasons we have considered are the changeover in staff. When Karlie Croughan resigned from her 5 year Directors contract and left 3 weeks before the end of term 2 we had to employ relievers for these few weeks and then Heidi Skinner was arranged as our teacher from the beginning of Term 3 until the end of the year. This was disruptive and unsettling for everyone. Another factor could be that we are not making the learning programme implemented for the children clear to families and we will reflect on how we currently do this and improvements we can make in 2015. We will share more conversations with families about what their children are learning and parent expectations. We will increase the number of opportunities we give parents to meet with us formally and investigate how visible we currently make the children’s learning. We have begun this work and will make it a continued focus in the 2015 QIP.

Parent Comments – Quality of Teaching and Learning

− My child enjoys going to kindy and is always highly motivated by her teachers with her learning. Teachers very approachable and supportive.
− Absolutely best kindergarten ever. Teachers are so creative and enthusiastic. Love it
− Very impressed with North Haven Kindy, not only are they excellent with my child but they support and educate all of us as a family unit
− Very impressed with the staff. Great environment for Nature Play

Parent Opinion – Support of Learning

The majority of families responded positively. One of our strengths is around support for learning; we received a very strong and positive response. Two families were neutral in their response. All staff own and support this. All staff support each child’s individualised learning journey, including children with additional needs. The parents all agree we provide a safe and secure environment. It is clear this is a strength of the kindy and we will continue to do this for all the children currently attending.

Parent Comments – Support of Learning
− My child was diagnosed with severe receptive language delay and this was assessed quickly and interventions were implemented with a positive outcome.
− All the necessary support basis are in place by teachers to educate my child to the best of their abilities.
− Very strong support for my child. We go overseas every year and the support was second to none. They suggested to make a board about Emily’s country (Austria) and we had a talk about all the cultures, dancers, etc. Emily and me came in our traditional dresses and shared a dance with the kids. I was asked to send cards and photos from Austria so the kids at Kindy would remember Emily as we were gone for 4 months.

Parent Opinion – Relationships and Communications

![Bar chart showing parent opinion on relationships and communications]

Relationships and communication are a strength. This is reflected in staff opinions, priorities and in our 'Transition to school' planning with the teachers and Principal at North Haven school. Relationships are linked strongly with the children’s sense of well-being and sense of belonging within the learning environments of kindergarten and school. ALL families attended our end of term disco and graduation celebration which I believe is indicative of our strength in this area. We will continue to focus on this area in our 2015 QIP. We will make a commitment to ensuring we meet formally regularly and share ongoing informal discussions with parents throughout the year.

Parent Opinion – Relationships and Communications

− Excellent
− Have built and established great rapport, respect with teacher/parent/child relationships. We are all communicating effectively to one another.
Parent Opinion – Leadership and Decision Making

I feel that given the circumstance this year these results are positive. We need to be more proactive in informing parents about the role of Governing Council and in inviting them personally to be involved. We also need to give parents a variety of other ways of supporting the kindy as not all families can commit to becoming members of the Governing Council. I believe parents have acknowledged the cycle of improvement at North Have Kindergarten which is driven by our commitment to reflective practice and responsiveness to our community’s ideas. I hope that 2015 will see us enjoy greater continuity in our staffing.

Parent Comments – Leadership and Decision Making

− The first two terms were very inconsistent with staffing. The Director was new to the roles and there were a lot of new and different relief teachers. I noticed a big difference in my daughter from term three onwards once Directorship was decided and consistency was met with full time staff being hired without the use of relievers all the time. Consistency is important and I’m glad they got it right, now she loves the kindy and has been able to make relationships.
− Leadership is well established and respected. Parents are always encouraged to be involved where ever possible to assist decision.
− My husband and I think the acting director (Lee Jones) is absolutely fantastic. She is brilliant at what she does
− Lee is an excellent leader and after a very difficult year within our family, cannot thank her enough.
− A few staff changes throughout the year but did not affect the efficiency of school.

Parent Comments – Other comments

− My child has come home with so much information about what he was learnt at kindy and now he is teaching his sister everything he knows too. VERY VERY HAPPY
− My family will speak very highly about the North Haven Kindergarten as it has the complete package to successfully satisfy any future preschoolers’ needs and also that of their parents.
− My children love the Kindy and teachers. Thank you
− Very happy as is my daughter. She wants to go to Kindy every day and is upset when the weekend comes. Thank you North Haven Kindy
− Just an excellent environment for all children of a preschool age.

8. ACCOUNTABILITY

<A report on the processes for ensuring compliance with the DECD Relevant History Screening Summary for Site Leaders document.>


9. FINANCIAL STATEMENT

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Grants: State</td>
<td></td>
</tr>
<tr>
<td>2 Grants: Commonwealth</td>
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</tr>
<tr>
<td>3 Parent Contributions</td>
<td></td>
</tr>
<tr>
<td>4 Other</td>
<td></td>
</tr>
</tbody>
</table>

<Income by funding source>

<Your End of Year Profit and Loss Statement may be included as an appendix>