

Kadina Preschool Annual Report 2014



**Children + Families + Passionate Staff + Involved
Community**

**= Enthusiasm, Progress and an Amazing Learning
Environment!**



Government of South Australia

Department for Education and
Child Development

1. CONTEXT

Preschool Name: Kadina Preschool

Preschool Number: 6609

Preschool Director: Jacky Vogelsang

Partnership: Northern Yorke

Kadina Preschool is a 'stand-alone' Centre, however a rear access gate leads on to the largest public school in our region; Kadina Memorial School, which also backs on to the local Community library and TaFE College. Our other feeder schools include Wallaroo Mines Primary (located in Kadina), Harvest Christian School (Kadina) and St Mary Mckillop (Wallaroo). We service families from towns and farming communities of and surrounding Kadina, Kulpara, Paskeville and Alford.

The kindy has one main building and a maturing and well-tended garden in the front, back and sides of the Centre. It is a full time Centre and is one of the largest in our Region. We only offer full days 9.00am – 3.00pm Monday through to Friday; to ensure continuity of learning has an opportunity to evolve and follow through 'teachable moments' throughout the day.

The Centre is currently staffed with a 1.0 Director, 1.4 Teacher and 1.5 ECW due to the input of Universal Access funding. Preschool Support – accessed on a needs basis and due to limited government funding the site assisted funding of extra staff to ensure the most inclusive and operable programmes were available for all children to the best of our ability.

The majority of families who attend our Centre have English as the first and generally only language; however we do get at least two families attending a year that have English as their second language. The bulk of families in our District are monoculture with a minority from a range of culturally diverse backgrounds. We were fortunate again this year to have families from Africa and Philippines enrol at our Centre. This diversity continues to add richness to our preschool program and intent. We believe and acknowledge that every child comes from a unique family and a variety of cultural identities which need to be recognized, embraced and treated with respect.

Teaching staff remained the same this year which has allowed the high quality of learning and programming to continue (see parent comments for support of this statement).

Our kindy grounds have continued to flourish under the guidance and hard work of our volunteer groundsman and the entire site has indeed become a talking point and sense of pride within our community.

2. REPORT FROM GOVERNING COUNCIL

2014 Kadina Preschool Governing Council

Chairperson Report - Anna Wuttke

The start of 2014 saw a new group of young, enthusiastic children begin their preschool journey at Kadina Preschool. As always, the year starts off in a flurry as parents and kids get in the Kindy routine and start to settle into Kindy life.

The Kindy always provides the children with a fun, busy and exciting learning environment to explore and grow and 2014 was no exception. The staff at our preschool continues to deliver a diverse range of interesting, creative, imaginative and exciting learning opportunities for our kids.

This year saw us enjoy the kids fine art talents with a very successful art show, we also had a science night, Kindy disco, regular Kindergym sessions, 3 excursions to Adelaide and numerous other excursions that the children participated in during their weekly walks. The year finished with a presentation of the funky dance moves that the kids enjoyed learning with Miss Heidi throughout the year.

A lot of attention is always paid to transitioning the children smoothly to school, strong relationships are formed with locals schools throughout the year so when the time came the kids seemed to take it in their stride. Feeling comfortable, confident and excited about the next chapter in their education journey the kids all of a sudden move from being Kindy kids to "big" school kids. The feedback received about school transition from parents and teachers has been very positive.

Thanks again to all of the Kindy staff for your hard work, dedication, enthusiasm and care. It's a credit to your efforts that 2014 was another successful year for Kadina Preschool. Thanks also to the wonderful Governing Council members and the Fundraising Committee your time and efforts throughout the year.

Anna Wuttke


3. HIGHLIGHTS 2014

Our Science and Disco nights again have proved very popular as they have become an expected 'norm' in our community. The science night is a wonderful opportunity for working parents to see their child's kindy in full operational mode. It also gives older and younger siblings a chance to share in their preschooler's world as they engage in a plethora of 'hands on' experiments ranging across all the sciences. The sense of pride and ownership the kindy children display on these nights is phenomenal and the engagement by families, astounding, exciting and the true essence of what learning together is all about! The High Tea for volunteers and Grandparents Day became a combined event due to an overwhelming interest in the previous year's fairytale and nursery rhyme grandparent's day and resulted in a very large and wonderful party for young and old enjoying and sharing each other's company. It was just delightful to watch and listen as the children served special 'tea time' treats with silver tongs on pastel serviettes to their visitors. What was even more delightful was the sharing of family members with those children whose special visitors were unable to attend 😊

Our yellow OPAL (Obesity Prevention and Active Lifestyle) Hi Viz vests are always a common sight as the children regularly walk in our town and indeed on our excursions when we go to Adelaide! Community walks included visiting community gardens, butcher shops, book shops, fruit shops, post office, Police and Fire Stations, visiting construction workers, Music is fun concert (at Kadina Memorial School), Kindergym each term and of course walking to nearby schools and our weekly visits to our Community Library. Our Adelaide excursions included the Adelaide Zoo, Central Market/Botanic Gardens, Adelaide Museum/Adelaide Children's library.

Many wonderful cooking creations were made and enjoyed by budding chefs each week in our regular cooking sessions each Monday and Tuesday and amazing booklets compiled ready for the children to take home at the end of the year to share with their families. Taste testing of new and unusual foods was also a regular and interesting occurrence and readily engaged in with the entire group of children, so much so that at one stage families thought we had brought the Central Market back to Kadina!

The children were wonderful spectators and cheerleaders at the KMS sports day as they watched in amazement as the 'big kids' raced around the oval at high speeds.

We have a good and consistent rapport with health services such as CAYHS and ensure that dental clinics (lift the lip) visit our site to assist families with access to free health checks and intervention in the Early Years.

Miss Heidi our dance teacher attended our site throughout the year and then performed a massive twilight concert at the end of the year. All of this was funded by the preschool at no extra cost to the families. All the children were involved in this activity as it was done on a fortnight Friday rotation. **All** children showed such prowess and willingness to engage that this will be a must again in next year's curriculum!

Our first ever Art Show was almost standing room only inside the building, there were long queues for The shared BBQ but no one seemed to mind as they soaked up the beautiful outdoor surroundings as they chatted in line with other members of the community.

Transition talks were instigated by our site and began in earnest in term one to ensure that we had enough space at our near capacity site to ensure we could have our new pre entry children visit our centre for a few sessions in term four. This worked so well that we will endeavor to get other feeder schools to sync transition dates next year as well.

The Emergency Service visits were amazing and seem to get better each year! The amount of time and energy these very busy people put into promoting the health and safety of our children is just outstanding. Vehicles and apparatus were closely examined by the children as well as lots of many interesting questions given in rapid fire to all Service Officers and the children were never disappointed with their replies. So much was learnt and shared....amazing community spirit!

Letter writing between members of the community and even Father Christmas himself was extensive (with **75 individual replies** being sent in little red envelopes to cap off the year!). This activity started in second term as part of an assignment a staff member was doing with her Diploma in Early Childhood Services. The program was nurtured and extended by other staff; other members of the community (Post Office) became involved and the program took a natural progression as letters flowed back and forth from the community to the children and resulted in the children eagerly checking the letterbox daily from half way through term two to the very end of the year. This is definitely something we will be working towards next year especially when comments come back via the parent survey such as this. "I believe the letter writing is a great idea. It brings a whole different aspect of learning and communication. NO FACEBOOK. Nothing beats the excitement of opening a letter from a friend/relative The kids love it".

4. QUALITY IMPROVEMENT PLAN

We had a considerable **lengthy Quality Improvement Plan** this year and this will in itself be a focus next year. I recommend choosing a couple of areas with more intent and in-depth discussions as a whole team reflecting and use a self-review discussion record throughout the year.

Quality Area 1 and 7 related to the sharing of information from home to preschool and vice versa to increase and encourage parent feedback and engagement. A mobile phone was bought and an email system to all connected families was implemented. Both systems proved invaluable as they allowed more frequent and immediate contact between families and the preschool and were well utilized.

Quality Area 6 improvement strategy related to increasing attendance of children and families during the transition period from home to preschool and preschool to school. This took a lot of work to ensure letters and information to new families was relevant and clear to ensure the highest possible attendance on any one day or indeed meeting. Meetings with the largest feeder school ensured a large space for families to engage in a shared information session early in the evening to ensure that a more equitable option was available for all working families.

Having transition begin from week one in the last term did not impact on the rest of what is always a very busy term and it is recommended that this continue next year. To make this even more successful it is recommended that discussions with all feeder schools both public and private be organised within the first 3 weeks of term one in 2015. All schools should be encouraged to sync dates for children transitioning to school system to ensure the maximum amount of space is created to allow more pre entry children to access days without passing legal capacity of our site.

Quality Area 4 focused on training and development of all staff especially in relation to Respect, Reflect and Relate. A lot of in house training was implemented with staff members taking responsibility for their own reporting and data collection and representing learning outcomes with the rest of the staff. This method of sharing was certainly a worthwhile venture as it built capacity of all staff members and also the retention of key areas of development within the Early Years cohort. We exceeded our initial budget for training and development as there were a number of mandatory as well as highly effective training opportunities for staff to engage with. Three staff members also engaged in and achieved academic results to add to their professional profiles. Helen Penn attained her certificate 3 in Children's Services. Alison Ferguson achieved her Diploma in Children's Services. Jacky Vogelsang achieved her Advanced Diploma of Management. Such dedication to external studies definitely demonstrates a passion for their field of employment and their dedication to the families and broader community.

Quality area 2 emphasized increasing children's responsibility and capacity for maintaining their health. A focus of general hygiene and handwashing, rules and expectations was maintained during the first 3 weeks of term one. It is recommended that this be continued next year as this was very effective and less reinforcement was required throughout the year. The purchase and implementation of using antibacterial handwash also helped reduce the amount and significant illness of children and families. Again this process is recommended to continue next year. The poor use of data gathering in relation to physical capabilities of children was insufficient to allow a focus of an area for improvement for 2015, however reflection notes on the implementation of this very relevant data was reinforced and will be recorded in the first staff meeting of 2015 to ensure all staff attend to and maintain records in this area.

The outdoor learning area was a focus of **Quality Area 3** improvement and the use of an OPAL (Obesity Prevention and Active Lifestyle) council grant enabled the design and production of a small maze structure at the rear of the preschool. This was to encourage and complicate the movement of children in and around an outdoor area, whilst maintaining a safe play area.

5. INTERVENTION AND SUPPORT PROGRAMS

Children who enrolled had early entry due to Aboriginal family status overall proved to have a high result in their TROLL (Teacher Rated Oral Language and Literacy) data collection. This gave credence that indeed early entry is an extremely worthwhile and beneficial strategy. Aboriginal Children enrolled from the previous year (2013) became leaders and mentors of new cohorts of children entering the preschool environment. Their confidence increased and their attendance was high. Our site continued to subsidise and engage extra staff support for children throughout the year who were not yet assessed but were flagged as needing extra assistance with either extreme behavioral or speech/language difficulties by outside medical professionals and families.

6. STUDENT DATA

6.1 Enrolments

Enrolments

Figure 1: Enrolments by Term

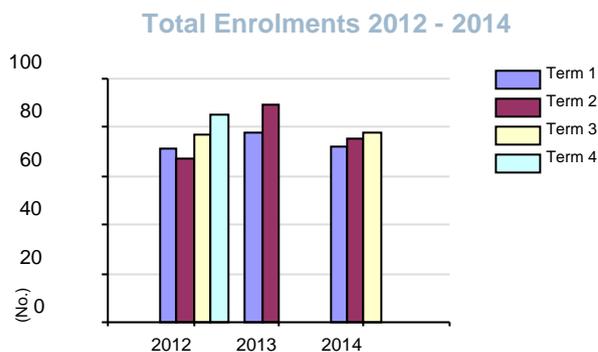


Table 1: Enrolments by Term

| Enrolment by Term | | | | |
|-------------------|--------|--------|--------|--------|
| Year | Term 1 | Term 2 | Term 3 | Term 4 |
| 2012 | 71 | 67 | 77 | 85 |
| 2013 | 78 | 89 | | |
| 2014 | 72 | 75 | 78 | |

Based on person counts in the two week reference period each term.

Excludes pre-entry.

Source: Preschool Data Collection, Data Management and Information Systems

Enrolments again were high and it must be remembered that 2013 was the first year of one year intake hence the lack of enrolments in the third and fourth terms. The movement of children from metropolitan as well as other rural and regional areas to our region continued to affect the numbers causing them to increase throughout the year.

6.2 Attendance

Attendance

Figure 2: Attendance by Term

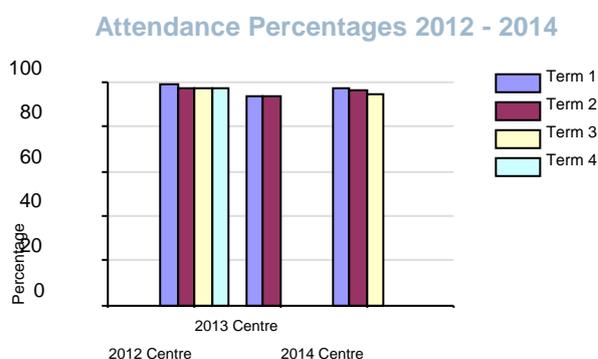


Table 2: Attendance Percentages 2012 - 2014

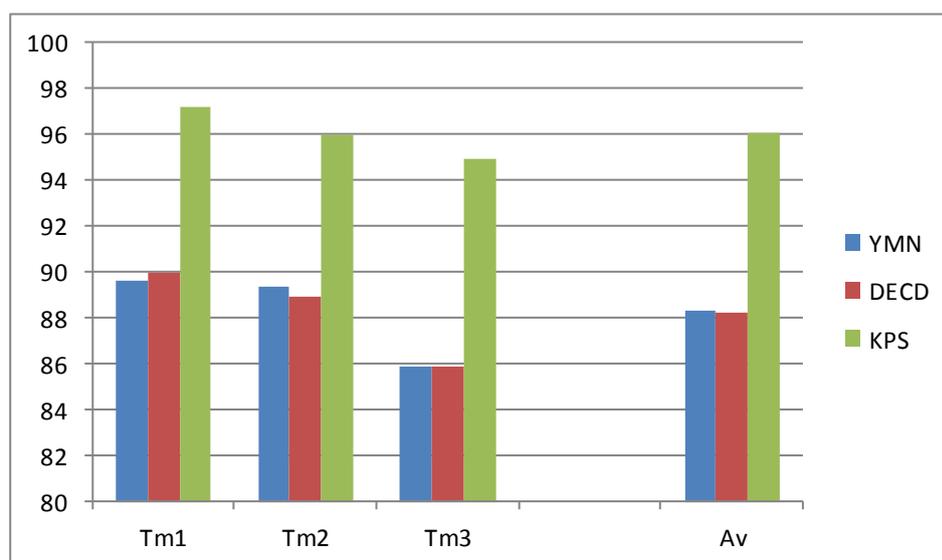
| Attendance Percentage | | | | |
|-----------------------|--------|--------|--------|--------|
| Year | Term 1 | Term 2 | Term 3 | Term 4 |
| 2012 Centre | 98.6 | 97.0 | 97.4 | 97.6 |
| 2013 Centre | 93.6 | 93.3 | | |
| 2014 Centre | 97.2 | 96.0 | 94.9 | |
| 2012 State | 87.4 | 85.9 | 84.5 | 85.5 |
| 2013 State | 88.7 | 88.0 | | |
| 2014 State | 89.9 | 88.8 | 85.9 | |

Kadina Preschool data

| | 2012 | | | | 2013 | | 2014 | | |
|-------------|------|----|----|----|------|----|------|----|----|
| | 1 | 2 | 3 | 4 | 1 | 2 | 1 | 2 | 3 |
| Attendances | 70 | 65 | 75 | 83 | 73 | 83 | 70 | 72 | 74 |
| Enrolments | 71 | 67 | 77 | 85 | 78 | 89 | 72 | 75 | 78 |

Region Data

| | 2012 | | | | 2013 | | 2014 | | |
|-------------|------|-----|-----|-----|------|-----|------|-----|-----|
| | 1 | 2 | 3 | 4 | 1 | 2 | 1 | 2 | 3 |
| Attendances | 821 | 791 | 853 | 859 | 806 | 834 | 733 | 752 | 742 |
| Enrolments | 936 | 913 | 980 | 978 | 882 | 932 | 818 | 841 | 864 |



The attendance of children at our Preschool continues to be high and varies between 8 – 10% higher than our Region. This could be a reflection of our extended and flexible curriculum we offer to encourage and assist in regular attendance within the first few critical weeks of each term. Also when we read our highlights for the year it does give credence to the high levels of attention given to the curriculum and the importance of the community within the programming which could possibly enhance attendance possibilities as well.

6.3 Destination – Feeder Schools

| Feeder Schools | | | | |
|--------------------------------------|-----------|-------|-------|-------|
| Site number - Name | Type | 2012 | 2013 | 2014 |
| 0196 - Kadina Primary School | Govt. | 61.3 | 46.6 | 1.5 |
| 0459 - Wallaroo Primary School | Govt. | 1.6 | | |
| 0460 - Wallaroo Mines Primary School | Govt. | 8.1 | 6.9 | 8.7 |
| 0778 - Kadina Memorial School | Govt. | | 15.5 | 66.7 |
| 8200 - Harvest Christian School | Non-Govt. | 21.0 | 27.6 | 18.8 |
| 9084 - St Mary MacKillop School | Non-Govt. | 8.1 | 3.5 | 4.4 |
| Total | | 100.1 | 100.1 | 100.1 |

The data has shown that there has been an increase to our public feeder schools of a combined 7.9% while there has been 8.8% drop of children enrolling from our preschool to Harvest Christian School, our largest Private school.

Enrolments from our preschool to small public school Wallaroo Mines increased 1.8% from 2013 and Kadina Memorial School (Kadina Primary and Kadina Memorial) has increased 6.1% from 2013.

7. CLIENT OPINION

The following charts and opinions were obtained from data gathered by the end of term 3. It is interesting to note that we have maintained a high return rate of parent surveys with over 61% returning their surveys on time so that we could send it off for data analysis. There were a number of other returns which unfortunately were returned after the due date and could not be included in this collection. With the one year intake I would like to make a suggestion that the surveys cut off date for return be in the first 2 weeks of term 4 to allow for more possibility of replies.

Parent Opinion - Quality of Teaching and Learning

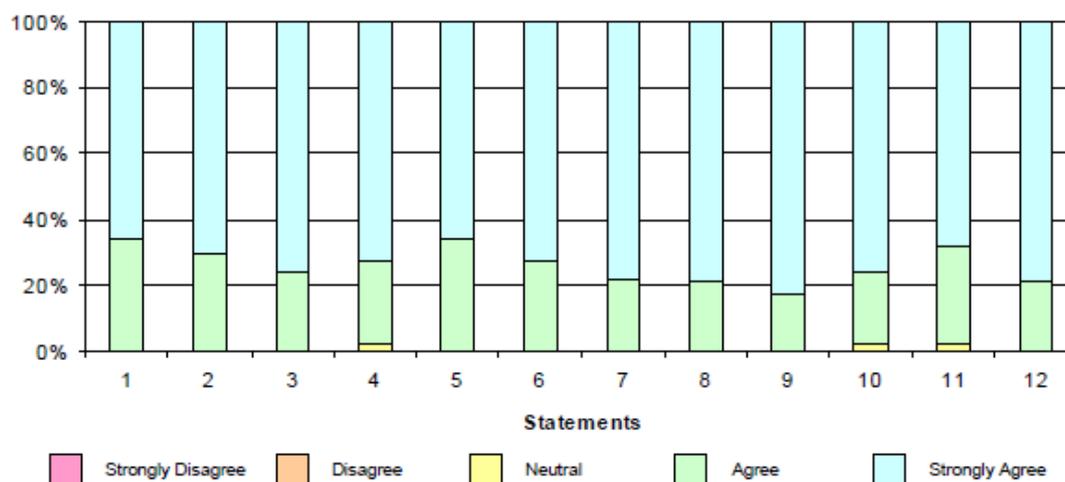


| No. | Statement | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree | Responses |
|-----|---|-------------------|----------|---------|-------|----------------|-----------|
| 1 | I think my child receives high quality teaching at this preschool. | 0% | 0% | 0% | 21% | 79% | 47 |
| 2 | My child's teachers know what my child can do and what he/she needs to learn. | 0% | 0% | 0% | 30% | 70% | 46 |
| 3 | This preschool has the expectation that children will learn. | 0% | 0% | 0% | 19% | 81% | 47 |
| 4 | Teachers are enthusiastic in their teaching. | 0% | 0% | 0% | 23% | 77% | 47 |
| 5 | I am satisfied with the learning programs offered at my child's preschool. | 0% | 0% | 0% | 26% | 74% | 47 |
| 6 | My child's teachers clearly inform me about the learning program. | 0% | 0% | 2% | 32% | 66% | 47 |
| 7 | My child's teachers make learning interesting and enjoyable. | 0% | 0% | 0% | 19% | 81% | 47 |
| 8 | Teachers at this preschool really want to help my child learn. | 0% | 0% | 0% | 19% | 81% | 47 |
| 9 | The preschool has an excellent learning environment. | 0% | 0% | 0% | 17% | 83% | 47 |

Parent Comments - Quality of Teaching and Learning

- This preschool offers a wide and varied program, the children are provided with amazing and fun opportunities to learn. It is an exceptional learning environment for pre-schoolers. The teachers and staff go ABOVE and BEYOND :)
- Outstanding
- Very enthusiastic staff who go the extra mile to make my child's preschool experience engaging and very interesting
- Whilst the days are jam packed with extra curricular activities my child enjoys the learning program
- I am very pleased with the quality of staff and the curriculum in place at the Centre. I was happy when my eldest son went through a year ago also. WE have been very fortunate to have high quality staff and it must be a nice environment for them to work too since they seem to retain staff at this centre.
- I am very impressed about how personal the teachers are with all the children, which makes the kids more comfortable.
- My son always comes home saying he watched another movie. The movies aren't vey educational. But he loves learning games (especially math) and the walks around town. He always has a good story to tell about those.

Parent Opinion - Support of Learning

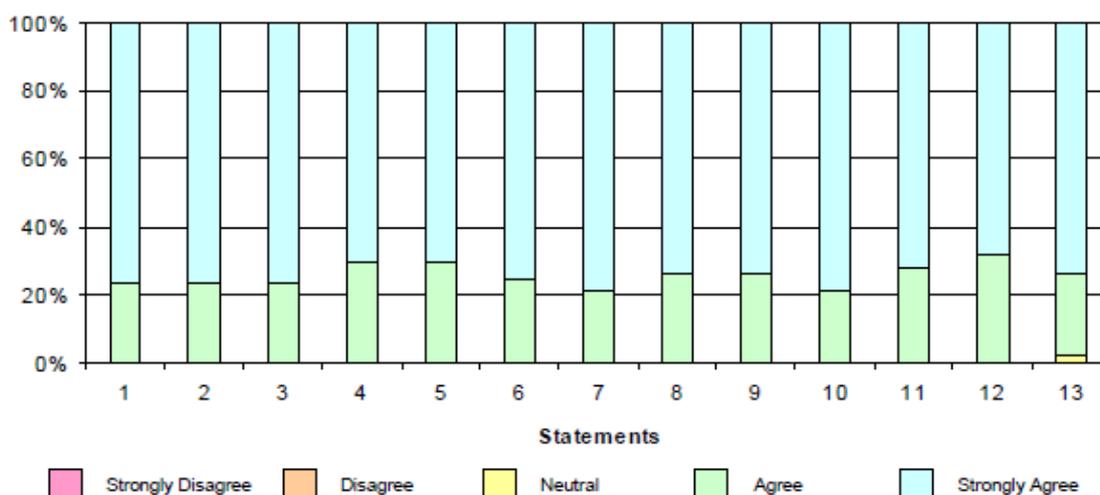


| No. | Statement | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree | Responses |
|-----|---|-------------------|----------|---------|-------|----------------|-----------|
| 1 | My child is motivated to learn at this preschool. | 0% | 0% | 0% | 34% | 66% | 47 |
| 2 | My child's teachers provide help and support when it is needed. | 0% | 0% | 0% | 30% | 70% | 47 |
| 3 | My child has access to quality materials and resources that help him/her to learn. | 0% | 0% | 0% | 24% | 76% | 46 |
| 4 | My child is happy at this preschool this year. | 0% | 0% | 2% | 26% | 72% | 47 |
| 5 | My child would receive support for any special needs he/she had. | 0% | 0% | 0% | 34% | 66% | 47 |
| 6 | The preschool changes its programs and activities to improve student achievement. | 0% | 0% | 0% | 28% | 72% | 47 |
| 7 | Children know how they are expected to behave at preschool. | 0% | 0% | 0% | 22% | 78% | 46 |
| 8 | Teachers at this preschool treat my child fairly. | 0% | 0% | 0% | 21% | 79% | 47 |
| 9 | This preschool provides a safe and secure environment. | 0% | 0% | 0% | 17% | 83% | 47 |
| 10 | Children have enough materials and resources for their learning. | 0% | 0% | 2% | 22% | 76% | 46 |
| 11 | This preschool has information available about other support agencies within the community. | 0% | 0% | 2% | 30% | 68% | 44 |
| 12 | This preschool encourages children to have a sense of pride in their achievement. | 0% | 0% | 0% | 21% | 79% | 47 |

Parent Comments - Support of Learning

- Art Night and Science Night were brilliant as the kids loved the support and praise from both parents and teachers. My son always talks about his teachers when he tells a story. He gets along with them very well and feels confident talking to them and asking them questions.
- 10/10 for support!!!
- Unfortunately he's not been wanting to go lately. We love the kindy so wonder if it's just a slight regression!
- My child loves kindy and the change from term 1 to term 3 is amazing. With her learning and her confidence. This is my first child at kindy, I will definitely be returning with my second :)
- Any issues that have ever concerned me with me child (eg him playing with some children most of the time and not others) have been addressed.
- Cannot speak for all children, we feel our child understands behaviour expectations
- More funding always needed for preschools

Parent Opinion - Relationships and Communication



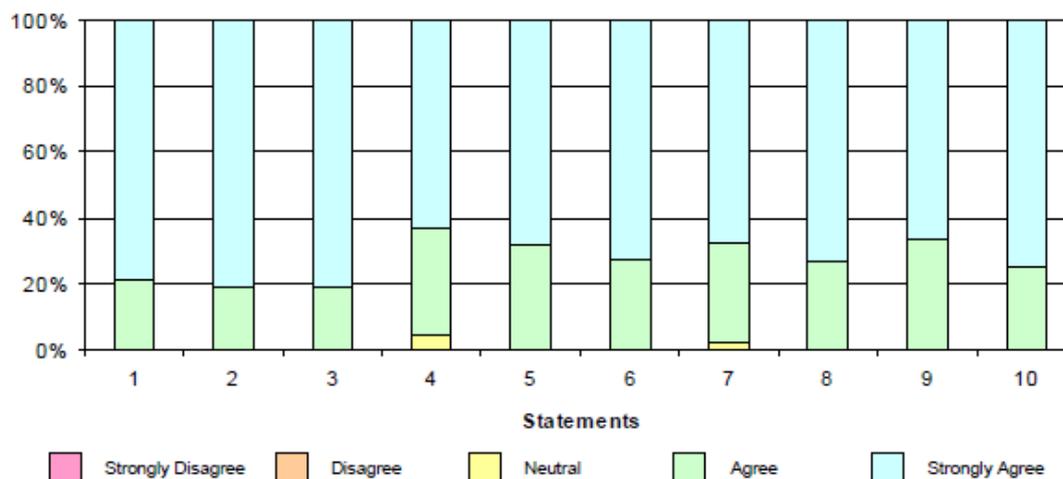
| No. | Statement | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree | Responses |
|-----|--|-------------------|----------|---------|-------|----------------|-----------|
| 1 | I feel welcome at this preschool. | 0% | 0% | 0% | 23% | 77% | 47 |
| 2 | This preschool assists the development of my child's personal and social skills. | 0% | 0% | 0% | 23% | 77% | 47 |
| 3 | I am comfortable about approaching my child's teachers to talk about his/her progress. | 0% | 0% | 0% | 23% | 77% | 47 |
| 4 | I am given opportunities to have a say in matters about this preschool. | 0% | 0% | 0% | 30% | 70% | 47 |
| 5 | There is a broad variety of communications that inform me about this preschool. | 0% | 0% | 0% | 30% | 70% | 47 |
| 6 | Children from all backgrounds and cultures are treated fairly at this preschool. | 0% | 0% | 0% | 24% | 76% | 45 |
| 7 | The staff always listen to what I have to say about my child's development and needs. | 0% | 0% | 0% | 21% | 79% | 47 |
| 8 | I receive helpful information about my child's progress and achievement. | 0% | 0% | 0% | 26% | 74% | 46 |
| 9 | This preschool provides opportunities to discuss my child's progress. | 0% | 0% | 0% | 26% | 74% | 46 |
| 10 | I am well informed about preschool activities. | 0% | 0% | 0% | 21% | 79% | 47 |
| 11 | I believe that if I have concerns or suggestions, the preschool would respond appropriately. | 0% | 0% | 0% | 28% | 72% | 46 |
| 12 | I am encouraged to be involved in the preschool in all kinds of ways. | 0% | 0% | 0% | 32% | 68% | 47 |
| 13 | Teachers let me know how well my child is doing. | 0% | 0% | 2% | 24% | 74% | 46 |

Parent Comments - Relationships and Communication

- I am very pleased with how well my son has improved in most areas thanks to kindly.
- The teachers have always made me feel welcome in discussing my child and any concerns I had. They are like a family friend, always inviting.
- My child loves the preschool and its staff. She feels connected and engaged. Communication is offered via many mediums.
- I believe the letter writing is a great idea. It brings a whole different aspect of learning and communication. NO FACEBOOK. Nothing beats the excitement of opening a letter from a friend/relative The kids love it.
- I would like to know how well my child is doing

In regards to the last comment it is suggested that it be reflected upon and attention given to format of ILP's and family input each term in 2015 to assist with the regular quick informal communication chats and parent/ teacher interviews already in place.

Parent Opinion - Leadership and Decision Making



| No. | Statement | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree | Responses |
|-----|---|-------------------|----------|---------|-------|----------------|-----------|
| 1 | This preschool is well organised this year. | 0% | 0% | 0% | 21% | 79% | 47 |
| 2 | I have confidence in how the preschool is managed. | 0% | 0% | 0% | 19% | 81% | 47 |
| 3 | I believe there is effective educational leadership within the preschool. | 0% | 0% | 0% | 19% | 81% | 47 |
| 4 | The preschool seeks parents' opinions about educational programs. | 0% | 0% | 4% | 33% | 63% | 48 |
| 5 | I am given the opportunity to be involved in the preschool's educational activities. | 0% | 0% | 0% | 32% | 68% | 47 |
| 6 | The preschool is always looking for ways to improve what it does. | 0% | 0% | 0% | 28% | 72% | 47 |
| 7 | Parents are invited to participate in decisions about their child's education. | 0% | 0% | 2% | 30% | 67% | 48 |
| 8 | Parents have the opportunity to be involved in the development of school plans through the Governing Council. | 0% | 0% | 0% | 27% | 73% | 45 |
| 9 | The preschool includes parents and community in decision making. | 0% | 0% | 0% | 33% | 67% | 45 |
| 10 | Overall, I am satisfied with the preschool's planning. | 0% | 0% | 0% | 26% | 74% | 47 |

Parent Comments - Leadership and Decision Making

There is a very strong parent/teacher team at this preschool and I personally feel the children are on the right learning paths because of this.

I believe the children are provided with endless opportunities to grow and develop. It is a very busy kindy with a lot going on this can be overwhelming for some students and families. The staff do a great job at trying to accommodate and manage the needs of all children and families.

I believe we are very lucky as a community to have an exceptional kindy and staff operating in Kadina.
Excellent!

Parent Comments - Other comments

- A fantastic preschool with an amazing fun and learning environment
- Thank you Kadina Preschool for an amazing time. The children will remember it for years to come and because they love kindy they are very excited about school.
- 'A' loves coming to preschool tells me what he has learned :)
- All the teachers work excellent together as a team and they always seem to put up a "team image".
- The excursions to Adelaide each term are great and relate to the learning program. However, I would encourage more local and wider community trips. Yorke Peninsula has so much to offer and you can turn any trip into a real educational experience.
- A great Preschool Centre. I would have no hesitation in enrolling my other children here :)
- All the ladies at Kadina Preschool Centre are always organized. Amazing to the kids. Always friendly, provide my child with so much learning materials and different resources and a beautiful environment.

8. ACCOUNTABILITY

From 1 January 2014 the DCSI Child-related employment screening was the only approved screening for all roles in DECD except personnel in teaching positions. The Teachers Registration Board is the approved screening authority for teaching positions only.

All staff members employed at this site have undergone appropriate screening measures to comply with DECD requirements, this includes relevant and up to date RAN and CPC training; monitoring of compliance is carried out and recorded by the Preschool Director.

The high level of training and development opportunities was given to all staff and resulted in some significant academic achievements and qualifications. Helen Penn achieved her Certificate III in Children's Services. Alison Ferguson achieved her Diploma in Children's Services. Jacky Vogelsang achieved an Advanced Diploma in Management.

Due diligence training attended by Holly Makin, Helen Penn and Jacky Vogelsang ensured an increase awareness of all staff in assisting our site to meet compliance and legislative requirements re-recording and archiving as well.

When staff attended various training sessions during the year they were asked to either share via notes or a brief power point presentation to the remaining staff. This has a twofold effect increasing understanding of other staff in an area of training they may not have been able to attend, and gives the presenter greater confidence as they share a subject they are familiar with as well as cementing ideas they may have formed when re - presenting it in their own preferred way to the rest of the staff.

Before the end of week one in each term; data gathered (literacy and physical) from the previous term was collated, analysed and shared with the rest of the staff to ensure all children were included and attended to within explicit and implicit teaching experiences.

9. FINANCIAL STATEMENT

| | Funding Source | Amount |
|---|----------------------|----------|
| 1 | Grants: State | As below |
| 2 | Grants: Commonwealth | As below |
| 3 | Parent Contributions | 28,425 |
| 4 | Other | 12,326 |

| | |
|-----------------------------------|--------------------|
| Grants | \$27,627.77 |
| Training and Development | \$494.34 |
| Early Assistance Grant | \$903.75 |
| Early Literacy Learning Strategy | \$6,091.94 |
| Additional Admin Leadership Grant | \$7,259.00 |
| Centre Operating Grant - Fixed | \$5,784.75 |
| Centre Operating Grant - Variable | \$4,050.74 |
| Early Intervention Assistance | \$3,043.25 |

The figure in 'other' represents the income from annual fundraising and our Kindy Shop. Both net a substantial amount of income in order for us to help subsidise excursions and create an extensive and inclusive learning environment for our children and families. Monitoring and guidance of efficient operation of the Kindy shop is part of the Kindy Directors responsibility and having good management skills assist in its operation and maintenance of volunteer staff. There is always a concentrated effort to ensure that the majority of families pay fees. Payment plans are always offered and discussions with the Director encouraged to assist with finance matters of varying family situations throughout the year.

Summary

Overall our year has again been a successful one with challenges of lack of funding to accommodate the families who require support for their child. The collaboration and communication with the broader community has increased and so too have the learning opportunities for the children. Our implementation of a broader communication system implementing email, a kindy mobile phone and a enrolment pack with all contact and details of relevant and important requirements upon entry of our preschool, has been a lot of extra work but definitely worthwhile. The increased and varying levels of communication have allowed a very flexible line of communication to open up and families have been able to access important information when needed. This has increased the onus on families to pursue answers for themselves and thereby make it more meaningful as well. We are very fortunate at this site to have such a dedicated and flexible team who regard constructive criticism for what it is and will always seek to achieve a greater result!