

# Kadina Preschool Annual Report



2013



Government of South Australia  
Department for Education and  
Child Development

## Context

**Preschool Name:** Kadina Preschool

**Preschool Number:** 6609

**Preschool Director:** Jacky Vogelsang

**Region:** Yorke Mid North

Kadina Preschool is a 'stand-alone' Centre however rear access gate leads on to the Kadina Memorial School oval. On the same street as the kindy there are also the local Lawn balls and Croquet clubs. 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, to ensure continuity of learning has an opportunity to evolve and follow through 'teachable moments' throughout the day.

The majority of families who attend our Centre have English as the first and generally only language. The bulk of families in our District are monoculture with a minority from a range of culturally diverse backgrounds. We were fortunate this year to have families from India, Africa and Philippines enroll at our Centre. This diversity has added 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 acknowledged, 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 grounds man and by extremely high support by families (especially Governing Council families) in working bees. Ideas have been shared with Governing Council and staff and the results are an ever expanding and inviting outdoor learning area for children as well as an aesthetically pleasing place to 'work' and engage with children and their families. We were able to build areas and create spaces which mirror ideas, values and cultures for the children, their families, staff and the wider community. They are designed to spark social and cognitive learning, where each child can take time to explore, to think, to experiment and to learn at their own pace.

The support of the Governing Council throughout this 'at times' traumatic and trying year, has been tremendous and very much valued. Family disputes and relationships caused a lot of reflection and raised awareness of possible legal implications by all staff members. As a result, staff and Governing Council members worked as one team with the community throughout these issues and ensured the highest quality programming and safety procedures were reviewed and in place for not only the children, their families but staff members as well.

Our science and disco nights again have proved very popular and 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. 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!.

## Quality Improvement Plan

Quality area 1 – production and use of useful and purposeful Individual Learning Plan for all children who attend our Centre which includes individual strategies as well as goals and wider group sharing ideas. This was achieved however; there is still substantial room for improvement in regards to utilizing and obtaining more input from families. It is recommended that this continues in 2014.

RRR in house training with staff was extremely successful. Focus was on the involvement scale. Next year recommendation is to focus and reflect on educator practice scale.

Quality area 2 – focus on healthy lifestyle choices and activities with children and effective hygiene practices. All areas of focus achieved, however method of data collection could be improved to show validity of data gathered. Recommended continue in 2014 with addition of quantitative data re gross motor skills of all children, to provide regular check points of achievement and engagement of all children. Also supervision of children will need to be refocused with procedures in place to ensure 360 degree vision in outdoor environment and children's toilet area.

Quality area 3 – safe and increased storage area; achieved with added bonus of extension of play space in sheltered area! Increased care and respect for outdoor learning environment; achieved with high involvement in council OPAL program and increased use of outdoor area with children and families. Recommended to remain as a focus and extend upon in 2014 in relation to sustainability.

Quality area 4 – all staff updated asthma and anaphylactic training. Need to extend behaviour training strategies – suggest this as a focus in 2014. All staff who attended external T&D were encouraged to present a short version of their training and supply resources to other staff. This was done with amazing results! It helped boost confidence of less confident members and increased respect from other members of staff. Suggest this remains as a 'norm' in regards to any future external T&D's.

Quality area 5 – empowering children, increasing their resilience and respect for each other and the environment. A lot of great results were achieved in this area with the result of less behaviour management incidences in the latter part of the year however with an entire new cohort in 2014 it is recommended that this practice be incorporated within in fortnightly programming and through 'teachable moments' especially in the first half of term one.

Quality area 6 – increased attendance in pre entry meetings and sessions offered. This was achieved with outstanding results, with help from a local feeder school. A meeting area was supplied in the adjacent school library so that we could discuss with all families the enrolment and transition procedure. We were also able to walk back to the kindy so that families could 'cement' their understanding of concepts discussed and familiarize themselves with their child's future learning environment. Both public feeder schools were offered opportunity to showcase their school via a display table back at the kindy. Only one school and local child care centre took up the offer. Recommended that this transition process continues in 2014 and encourage other feeder school to participate and be involved in transition date proposals.

Quality area 7 – increase staff member awareness of need to share information. Email system with staff ensured all had access to relevant training opportunities and reduced the amount of 'lost' material in communication tray and was a great resource to file and collate information sent in the event it was needed again. Increased knowledge, responsibility and confidence from all staff who embraced the idea of sharing and presenting information gathered from training sessions with others who could not attend. The area of focus where we would have liked to have more opportunities for families to see documentation regarding their children's progress was not achieved to an acceptable degree. Although many families took up the opportunity of parent meetings it is recommended that in 2014 trialing of short one paragraph reports on children's engagement over the 3 to 4 week period within a particular group before moving to the next group be given to families so that they may be able to further engage and extend in learning opportunities their child may be interested in. this process will also help with interim and summative report writing especially in light of the possible large numbers of children who will attend next year.

## Intervention and Support Programs

Children were referred to support service professionals as required. Over the year there were on average 8 children supported with/without government funding per term. Children supported included, children on the autism spectrum, hearing and communication disabilities and delays, several children with moderate to severe speech and language delays and others referred for behaviour support.

### Parent Comments - Support of Learning

Re: 20 - I don't know because we are lucky enough not to need other support agencies

They give every support they have at hand to help the children and parents, if they don't have it they try to get it!

The teachers do a wonderful job. The only suggestion I would make is while the teachers are great, I disagree with severe mentally disabled children attending for long periods. It seems wrong that they get appropriate help once they are at school but during the kindy the kindy has to take responsibility. While I have every faith in the staff, it's a concern how much stress they are under. Happy teachers mean happy kids. The other suggestion would be for a parent library, where parents can get information.

My child has had great support & I love the creativity that has happened over the year. Manners are a high priority at home & it is great that it is followed through at kindy.

Always there if you need them.

My child hasn't really required any extra support to learn at kindy thankfully - but I am aware that the assistance would be there for us if there was a need identified.

My child is always enthusiastic about kindy and the different activities that are planned regularly.

My child loves coming to kindy! She has a great relationship with all the teachers at kindy.

## Report from Governing Council

The 2013 Governing Council has had a turbulent, but productive year. There were several big events that the committee navigated its way through with a major review of the morning Kindy routines after some feedback from parents regarding safety and security at the Kindy. The Governing Council conducted a full review of the routine and relevant policies and found that the Kindy was in alignment with current recommendations from the Regional Directors from the Department of Education. Other achievements of the 2013 Governing Council include the several major fundraising events throughout the year including the Tickera Community day Devonshire teas and the Fashion Parade. Both these events were very strongly supported by all council members as well as the greater Kindy community. They were also a lot of fun for those of us involved. The Governing Council lead two working bees at the Kindy- with major improvements being made, as well as some much needed maintenance in the outdoor learning environment- which is now an amazing place for the children to discover and learn.

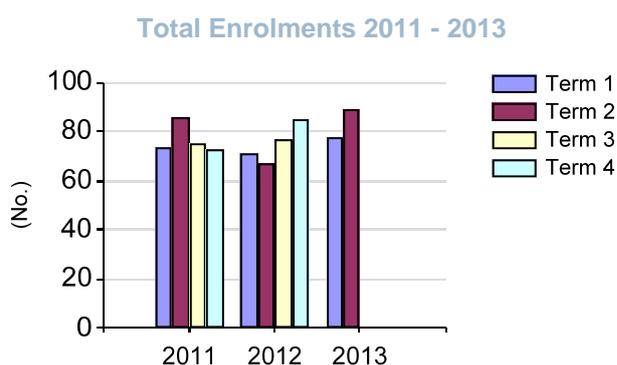
I would really like to thank all of the Governing Council members for their unresolved support of the Governing Council and the staff team at the Kindy, in what proved to be a very challenging year.

Laura Mudge  
Chairperson

## Student Data

### Enrolments

Figure 1: Enrolments by Term



Please note: Enrolment for Term 3 and Term 4 for 2013 for preschools was not be reported in SPeRS. Data for these terms and will not be comparable with previous years due to the transition to the Same First Day enrolment policy for preschools creating a break in series.

Table 1: Enrolments by Term

Enrolment by Term				
Year	Term 1	Term 2	Term 3	Term 4
2011	74	86	75	73
2012	71	67	77	85

2013	88	89	72	57
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Based on person counts in the two week reference period each term.

Excludes pre-entry.

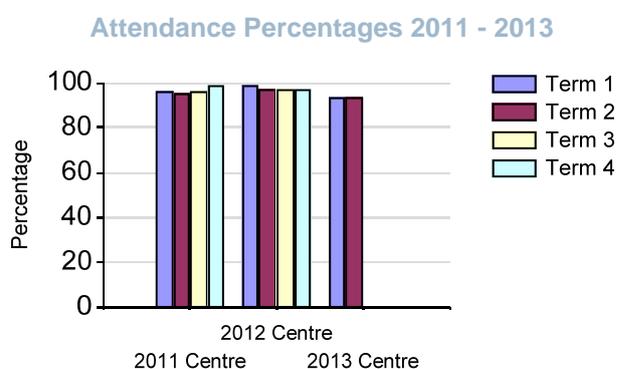
Source: Preschool Data Collection, Data Management and Information Systems

**Numbers in red are supplied by the preschool in direct relation to enrolments on EYS data base. These numbers included 3 ATSI children who were eligible for early entry.**

Enrolments are consistently high as are attendances which are over 90%. In term one a waiting list had to be created due to capacity being reached, this was in part due to the one year intake policy. Children on the waiting list were then eligible to 'makeup' days lost in term one over the rest of the year. Therefore with the combination of the one year intake, 15 hours Universal Access and eligible early entry ATSI children we had some children attending 4 days a week. Families who were eligible for this opportunity were given feedback sheets with the offer of extra days their child could attend. 100% returned the forms with a positive reply. High attendance of these children on the extra days offered was also over 85%; therefore our numbers in term 4 were still astoundingly high at 57 children enrolled.

## Attendance

**Figure 2: Attendance by Term**



**Please note: Deemed attendance for Term 3 and Term 4 for 2013 for preschools will not be reported in SPeRS. Data for these terms will not be comparable with previous years due to the transition to the Same First Day enrolment policy for preschools creating a break in series**

**Table 2: Attendance Percentages 2011 - 2013**

Attendance Percentage				
Year	Term 1	Term 2	Term 3	Term 4
2011 Centre	95.9	95.3	96.0	98.6
2012 Centre	98.6	97.0	97.4	97.6
2013 Centre	93.6	93.3		
2011 State	89.9	89.1	88.4	89.6
2012 State	87.4	85.9	84.5	85.5
2013 State	88.7	88.0		

Based on attendances recorded in the two week reference period each term, and calculated to an average unadjusted daily attendance (deemed attendance). Attendance percentages are based on the calculated deemed attendance (integer), divided by the number of enrolments. Excludes pre-entry

Note 1: Figures have been revised for previous years, using integer deemed attendance not decimal.

Note 2: Data for Term 3 and Term 4 2013 will not be reported. It is not comparable with previous years due to the transition to the Same First Day enrolment policy for preschools in 2013 creating a break in series.

Source: Preschool Data Collection, Data Management and Information Systems

**We have continued to achieve higher attendance than the state average. I credit the continuing high attendance rate to our priority to offer a high quality standard of teaching and programming offered at our Centre. The following parent comments assist in supporting this belief.**

### Parent Comments - Quality of Teaching and Learning

We love the teacher's, they interact with the children with amazing enthusiasm

The learning experiences provided were always fun and interesting. My child would always come home talking about something new that she had learnt at kindy with excitement.

I couldn't have been happier to have my son attend Kadina Kindy. The staff are dedicated to making each individual child's time at kindy enjoyable, positive and encouraging their desire to learn.

Very impressed with the extracurricular activities run by this preschool, such as Science Night, Disco and excursion to Adelaide Zoo and all of the out of hours time and effort put in by the teachers and staff to run these activities.

High quality teaching that is tailored to the individual students needs/abilities.

The teachers at the Kadina Preschool go above & beyond in their teaching, my daughter has achieved every goal & learnt more than I expected

Overall very pleased with kindy & teachers (all staff)

Excellent, James is always happy.

I absolutely love this centre. the staff & teachers are amazing & have the children's best interests at heart.

The teaching staff and helpers are all of the highest in everything they do. My child has come so far with their teaching. They do a fantastic job.

I love the quality of communication, especially learning letters to parent's about their child :)

Overall the teachers at this pre-school, make every effort to inform parents on a daily basis, as we pick our children up, how he/she has performed for the Day. Am happy :)

I think they all do a wonderful job with how they teach my child how to remember something eg: how to remember how to do her letters in her name. Makes it fun.

It's fantastic. They learn and enjoy so much more than I anticipated. Love the disco, science night..the list goes on. So much extra curricular.

Our extracurricular activities such as the disco and science nights not to mention the Fairy Tale High tea for our volunteers do require extra time and effort by staff members. In all cases they do so voluntarily and without coercion...true dedication. During these times it also gives us opportunities to bond and debrief after the events as we share a pizza or 3! As we have shared our thoughts I had often noticed that staff members were already planning next year's events as they endeavor to improve on this year! Again their focus on providing the highest quality and most inclusive programs for all children and their families!!!

We use quantitative data eg Strive for 5, TROLL and physical gross motor skills to help format ILP outcomes. However we encourage qualitative measures in interim and summative assessments as well as informal interviews, home visits and learning story feedback from families. We have always tried to ensure and extend opportunities for inclusive and quality learning while extending and supporting both children's and staff member's development. We realise the importance of literacy, language and communication in the Early Years but have encouraged an emphasis on the oral language component within our programming. Collection of data has always been important to help with programming opportunities but we have always collected TROLL data since the beginning of my tenure in 2010 and have wondered if indeed our focus would have any impact on children once they are in the schooling sector and nearing NAPLAN testing age. I have been delighted by a comment from Kadina Memorial School

'We had great news at the start of the year when year 3 teachers looked at running record levels, as they were considerably higher than in the past. We are attributing this to many factors including:

- oral language skills students came to school with (this I understand was your first group of TROLL students)

Can you please pass on our thanks to your team as they have played a significant role in this success story.'

Our 2013 TROLL Data collection for children exiting our site each term for the entire year as follows:

Term 1

15 children – 10 met target – 66%

Term 2

18 children – 13 met target – 72.2%

Term 3

14 children – 12 met target – 85.71%

Term 4

54 children – 43 met target – 79.63%

Therefore an average of 75.88% of our children met the target. Our Region's target was that children were to progress at least two levels or reach the highest outcome of 4 in the Oral language sector.

However it needs to be noted that ***this data does not reflect the amount of children who were included in the data who were receiving support for a variety of additional needs.*** It is significant that the results of these children who would have had limited improvement in their data outcomes due to varying developmental delays would in fact have an impact on the final results of this data.

#### Feeder Schools

Table 3: Feeder School Percentage Data 2011 - 2013

Feeder Schools				
Site number - Name	Type	2011	2012	2013
0196 - Kadina Primary School	Govt.	73.0	61.3	46.6
0459 - Wallaroo Primary School	Govt.		1.6	
0460 - Wallaroo Mines Primary School	Govt.	13.5	8.1	6.9
0778 - Kadina Memorial School	Govt.			15.5
8200 - Harvest Christian School	Non-Govt.	13.5	21.0	27.6
9084 - St Mary MacKillop School	Non-Govt.		8.1	3.5
<b>Total</b>		100.0	100.1	100.1

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%.

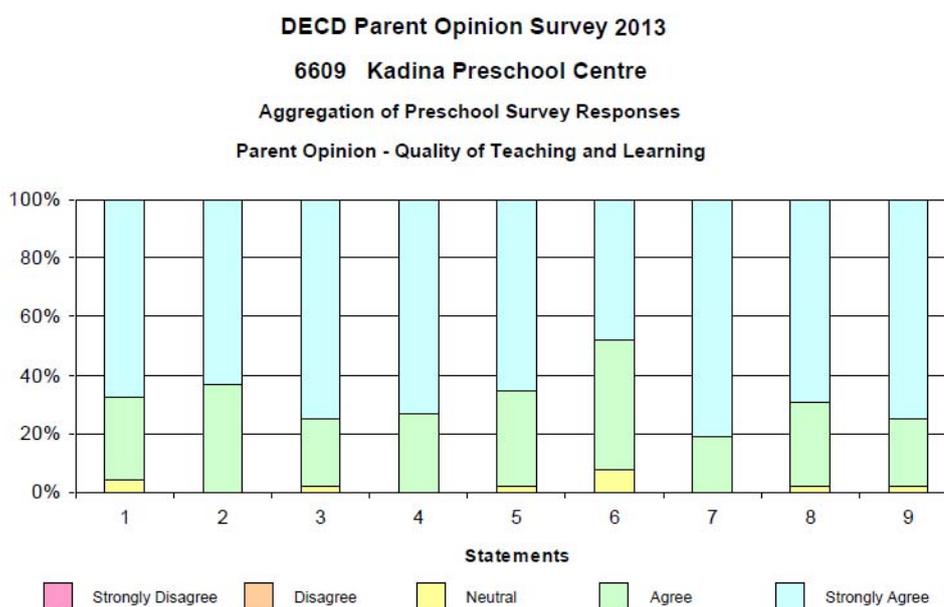
Source: Term 3 Preschool Data Collection, Data Management and Information Systems

**It needs to be noted that Kadina Primary School and Kadina Memorial School amalgamated in the latter part of the year. Hence the combined total of this school is 62.1%**

**We feed to five schools however our main feeder school is Kadina Memorial School, with private Harvest Christian School being the next. Both schools are in very close proximity (easy walking distance) to our preschool. The geographic location and naming of Wallaroo Mines even though it is located in Kadina could be a point to consider when looking at this data as well.**

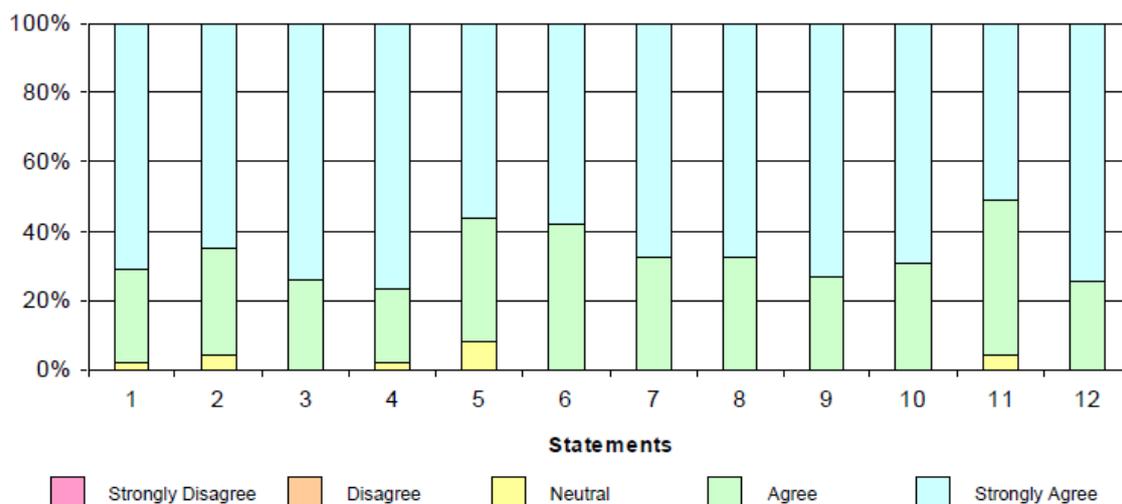
## Client Opinion

The number of parent survey returns has increased from 4 in 2008 to 52 in 2013.



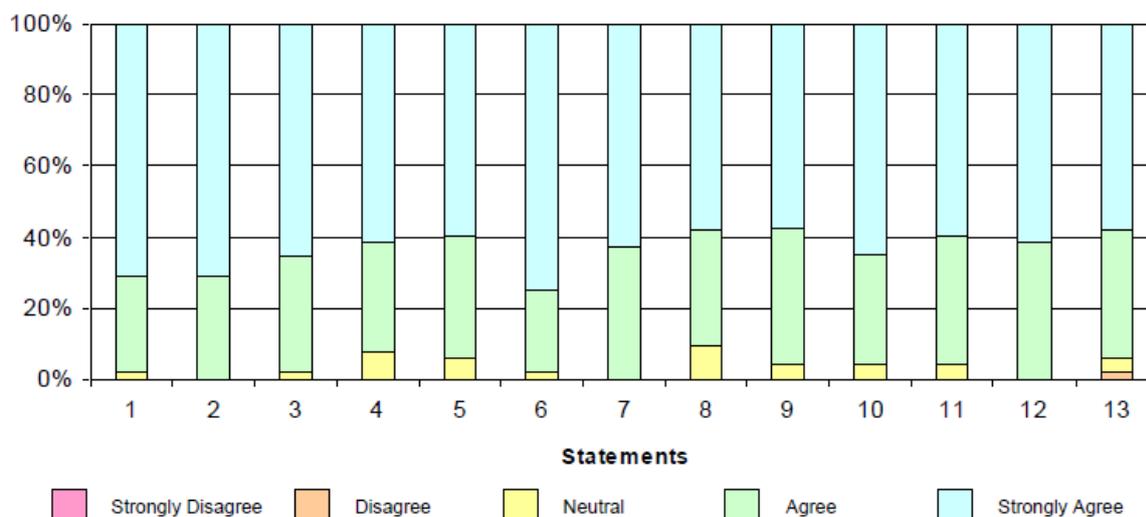
No.	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Responses
1	I think my child receives high quality teaching at this preschool.	0%	0%	4%	29%	67%	52
2	My child's teachers know what my child can do and what he/she needs to learn.	0%	0%	0%	37%	63%	52
3	This preschool has the expectation that children will learn.	0%	0%	2%	23%	75%	52
4	Teachers are enthusiastic in their teaching.	0%	0%	0%	27%	73%	52
5	I am satisfied with the learning programs offered at my child's preschool.	0%	0%	2%	33%	65%	52
6	My child's teachers clearly inform me about the learning program.	0%	0%	8%	44%	48%	52
7	My child's teachers make learning interesting and enjoyable.	0%	0%	0%	19%	81%	52
8	Teachers at this preschool really want to help my child learn.	0%	0%	2%	29%	69%	52
9	The preschool has an excellent learning environment.	0%	0%	2%	23%	75%	52

### 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%	2%	27%	71%	52
2	My child's teachers provide help and support when it is needed.	0%	0%	4%	31%	65%	52
3	My child has access to quality materials and resources that help him/her to learn.	0%	0%	0%	26%	74%	50
4	My child is happy at this preschool this year.	0%	0%	2%	21%	77%	52
5	My child would receive support for any special needs he/she had.	0%	0%	8%	35%	56%	48
6	The preschool changes its programs and activities to improve student achievement.	0%	0%	0%	42%	58%	52
7	Children know how they are expected to behave at preschool.	0%	0%	0%	33%	67%	52
8	Teachers at this preschool treat my child fairly.	0%	0%	0%	33%	67%	52
9	This preschool provides a safe and secure environment.	0%	0%	0%	27%	73%	52
10	Children have enough materials and resources for their learning.	0%	0%	0%	31%	69%	52
11	This preschool has information available about other support agencies within the community.	0%	0%	4%	45%	51%	47
12	This preschool encourages children to have a sense of pride in their achievement.	0%	0%	0%	25%	75%	51

### Parent Opinion - Relationships and Communication



No.	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Responses
1	I feel welcome at this preschool.	0%	0%	2%	27%	71%	52
2	This preschool assists the development of my child's personal and social skills.	0%	0%	0%	29%	71%	52
3	I am comfortable about approaching my child's teachers to talk about his/her progress.	0%	0%	2%	33%	65%	52
4	I am given opportunities to have a say in matters about this preschool.	0%	0%	8%	31%	62%	52
5	There is a broad variety of communications that inform me about this preschool.	0%	0%	6%	35%	60%	52
6	Children from all backgrounds and cultures are treated fairly at this preschool.	0%	0%	2%	23%	75%	52
7	The staff always listen to what I have to say about my child's development and needs.	0%	0%	0%	37%	63%	51
8	I receive helpful information about my child's progress and achievement.	0%	0%	10%	33%	58%	52
9	This preschool provides opportunities to discuss my child's progress.	0%	0%	4%	38%	58%	52
10	I am well informed about preschool activities.	0%	0%	4%	31%	65%	52
11	I believe that if I have concerns or suggestions, the preschool would respond appropriately.	0%	0%	4%	37%	60%	52
12	I am encouraged to be involved in the preschool in all kinds of ways.	0%	0%	0%	38%	62%	52
13	Teachers let me know how well my child is doing.	0%	2%	4%	37%	58%	52

## Parent Comments - Relationships and Communication

Some more written progress reports during the year would be helpful. :)

Great communication with a great sense of community making everyone feel welcome.

The communication has been outstanding. Any problems are quickly addressed (& well addressed) & there have been many opportunities to chat to all the teachers about my daughters needs and progress.

Staff are always approachable and willing to 'catch up' if needed, to discuss anything about my child and her learning environment  
My son has always come home from kindy excited about his experiences. I feel that he is treated fairly and respectfully and see that the

children are expected to treat each other and their teachers the same way. The school communicates openly and warmly with my son and

I.

Although parents are encouraged to approach the teachers at any time to discuss any issues, I would have found it helpful to receive short

progressive reports throughout the year on what the class were learning about and how my child was progressing or needing more focus.

As a parent I have always felt comfortable in approaching staff about my child. I have always felt well informed about my child's progress

at kindy. I have enjoyed being involved in preschool activities eg. kindergym, excursions and governing council.

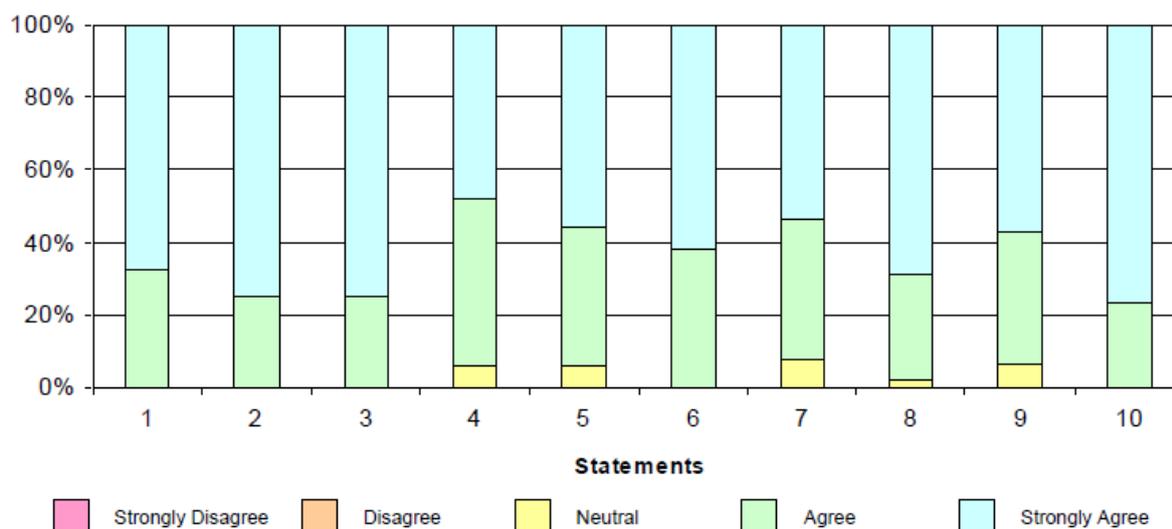
Full marks here :)

The communication between teachers and parents is excellent.

My child loves them.

The relationship my daughter has made with her teachers has made her time at kindy a happy time. She has made a good bond with them. The communications - brilliant if not by mouth but always by letters/forms etc.

### 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%	33%	67%	52
2	I have confidence in how the preschool is managed.	0%	0%	0%	25%	75%	52
3	I believe there is effective educational leadership within the preschool.	0%	0%	0%	25%	75%	52
4	The preschool seeks parents' opinions about educational programs.	0%	0%	6%	46%	48%	52
5	I am given the opportunity to be involved in the preschool's educational activities.	0%	0%	6%	38%	56%	52
6	The preschool is always looking for ways to improve what it does.	0%	0%	0%	38%	62%	50
7	Parents are invited to participate in decisions about their child's education.	0%	0%	8%	38%	54%	52
8	Parents have the opportunity to be involved in the development of school plans through the Governing Council.	0%	0%	2%	29%	69%	51
9	The preschool includes parents and community in decision making.	0%	0%	6%	37%	57%	49
10	Overall, I am satisfied with the preschool's planning.	0%	0%	0%	23%	77%	52

### Parent Comments - Leadership and Decision Making

I believe the kindy is run very well. You can see that a lot of time and planning goes into providing a great day at kindy. We have been absolutely thrilled with what the kindergarten has done for our daughter over the past year!! It has been a great transition to school which she has enjoyed as a student and as a parent/family very proud to be a part of. thankyou xoxo The kindy's run so well, Jacky's amazing beyond words. Very inspirational.

Governing Council does a great job & shape the kindy to meet the needs of local children.

The director of the Preschool does an excellent job, love the programs that the Preschool provide.

I love how the leadership at this preschool provides a partnership approach to my child's learning; including staff, family & friends. I don't have a bad thing to say about the kindy they are all doing a wonderful job in helping my daughter get off to the right start in her learning. I can't praise them enough for their love to their jobs.

I have been disappointed not to have had time to participate in Reigh's kindy year a little more due to work commitments, but I am aware that there is plenty of opportunity for parents to participate if they can. The kindy is always moving forward and improving year after year.

## Parent Comments - Other comments

The kindy staff at Kadina Kindy work brilliantly as a team and have a progressive and forward thinking manager in Jackie, which is probably the most important factor in how well our kindy is run in Kadina. Having attended kindy and daycare centres interstate previously

I can definitely say that the standard at Kadina is well above that which we were exposed to previously.

I would like to say a big thankyou to all the girls for making my child's year at kindy such a wonderful experience. My child still doesn't understand why she has to leave kindy! (That's how much she loves it)Great to see the kindy and school working together during school transitions. I'm sure the children who start school next term will benefit from this.

The strict guidelines with lunchboxes and healthy eating do not allow children to make choices themselves. I disagree with the use of a thinking mat.

Overall this is an excellent kindy with great staff.

It has been a most wonderful experience to be a part of the Kadina kindy community. We have a wonderful kindy with very proactive staff, friendly & knowledgeable as well. With a very proactive and organised Governing council.

I'd recommend this kindy to anyone. It's been a rewarding experience for me & my child. All the teachers deserve a pay rise :)

Kadina Kindy has been a great place for my child's development.

All the staff make both children and parents feel very welcome. They encourage you to get involved but don't push or demand it!

Love Kadina Pre School centre and ALL the staff!

Fantastic Jobs Everyone!!

My child is very happy at this kindy, he enjoys making things, playing with his friends and learning within this environment.

Very Happy :)

Absolutely fantastic!!! Very happy!

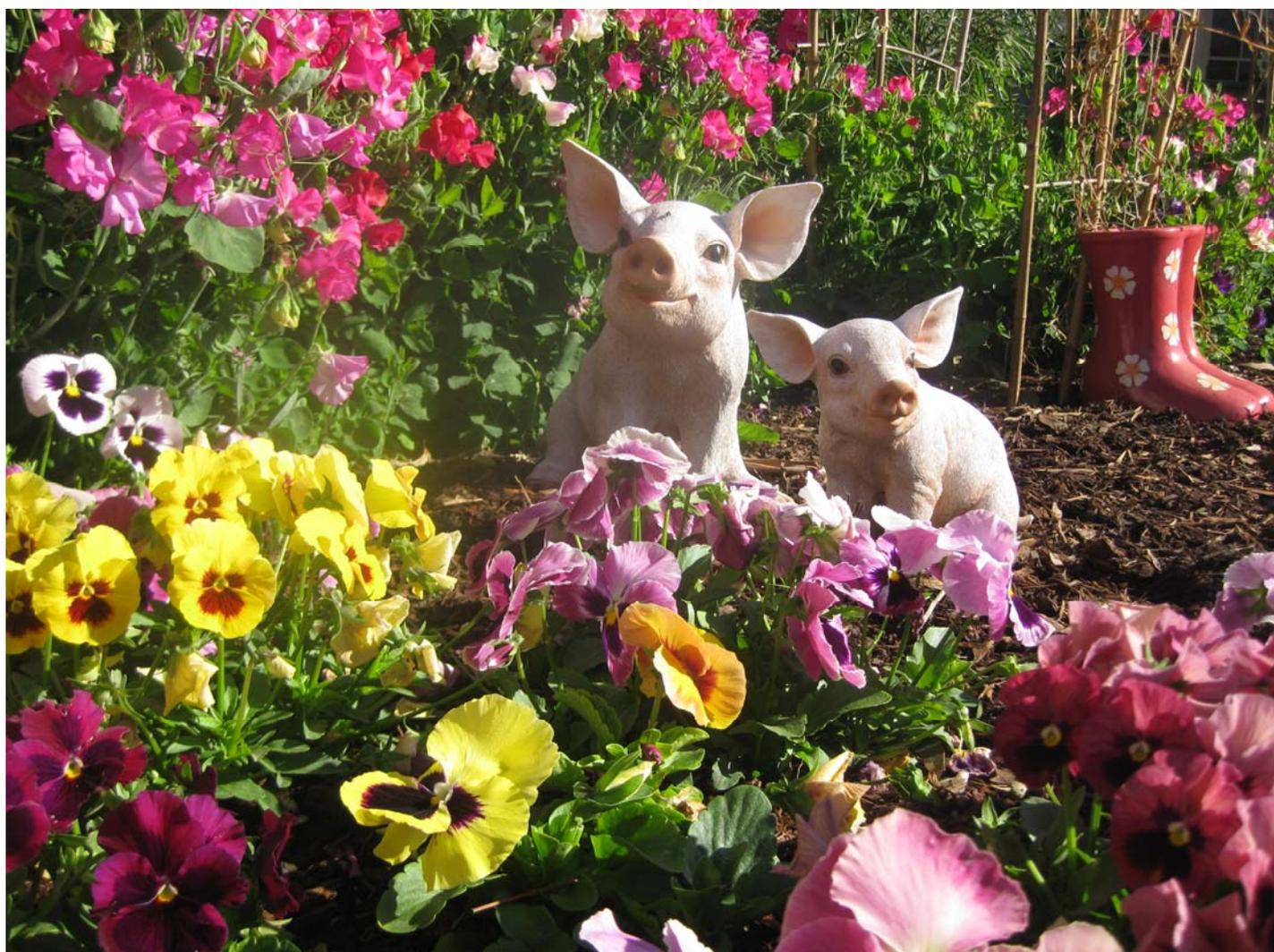
## Financial Statement

Fundraising over the year was \$3,500 more than expected a very pleasant surprise especially when the staff coordinator left the employ of the centre halfway through the year. This shows a dedication by remaining staff and high involvement by families.

We enter into 2014 with again a healthy budget to ensure resources, training and development opportunities for staff and further extension of the outdoor learning environment continues to be a strong support in achieving the priorities of this site.

I would also like to acknowledge the staff for their support and professional way in which they have managed a very difficult year. We as a team have become more focused, resilient and willing to take on challenges to ensure the highest quality programs and the safest possible learning environments for ALL children and their families.

Jacky Vogelsang  
Director





## Instructions for Using the Preschool Annual Report Template

This template has been provided to aid in the development of your preschool annual report. It has been designed to meet all the requirements detailed under the Education Act and other National Partnerships reporting requirements. Full details of the requirements can be obtained from the **Essential Requirements 2013** document at <http://www.decd.sa.gov.au/quality/>

Please Note: The data for your report will be available in SPeRS early November 2013.

### <Deleting comments>

Please note all highlighted <comments> in red should be deleted from your report. They are there to help guide you with the content of your report. Any sections that are not relevant for your site can be deleted. Please ensure you also delete this instruction page from the template.

You will also need to replace 'Preschool Name' on the front page of the report with your preschool name.

### 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 in SPeRS. The Site Data Overview report will no longer be issued.

### Hints and Tips for Formatting your Report

- More information on how to copy and paste charts and tables or move text around them is available from the Annual Report Template Tips document at [http://www.decd.sa.gov.au/accountability/files/links/SPERS04\\_Annual\\_Report\\_Tips.pdf](http://www.decd.sa.gov.au/accountability/files/links/SPERS04_Annual_Report_Tips.pdf)
- 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](http://www.decd.sa.gov.au/accountability/files/links/SPERS02_Copying_from_PDF_v.pdf)

### Contact Details

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