Snowtown Kindergarten
Annual Report 2014

Vicki Reichelt
Director 13.2.2015

Bernie Altmann
Chairperson 13.2.2015
Context

Preschool Name: Snowtown Kindergarten  Preschool Number: 6684
Preschool Director: Vicki Reichelt Partnership: Mid North

Snowtown Kindergarten is situated in the Wakefield Regional Council 150 km north on Highway one. The kindergarten is located across the road from the Snowtown Area School and is part of the DECD Mid North Partnership.

There is a mix of established farming families who live in Snowtown, Lochiel, Redhill and outlying areas and a transient population, mainly based in the town.

Sessional Kindergarten for eligible children – children are entitled to 600 hours of preschool prior to commencing school. As Snowtown is a rural preschool centre, children acquire this in the year prior to starting school.

The centre operates Thursday and Fridays and every second ½ day Tuesday.

Report from Governing Council

2014 Snowtown Kindergarten Chairpersons Report

2014 was the beginning of the new single intake process at school and therefore meaning single intake at kindy also. 7 students graduated from Snowtown Kindy this year - congratulations to Aiden, Jack, Jaxon, Madori, Paige, Ethan and April, and all the best for starting school at Snowtown Primary.

It was great to see the kindy and the school working so well together in 2014, making the transition for the children so easy, with them already familiar with the structures, routines, teachers and students.

The staff also did a wonderful job in 2014, congratulations to Vicki, Karin, Rosie, Sharyn and Katrina for making the kindy such a warm and inviting place for children and parents. Thank you also to Sam for her help, and other parents who have helped in any way throughout the year.

Highlights of the year included the regular excursions to Clare Kindergym and other activities around Clare, joining Koolunga Playgroup, singing at Lumeah Homes and at the School concert, Little Heros day, Cranky Bear, and a welcoming morning tea. They were all such great opportunities for the kids.

The extra days of Occasional Care have been another great asset to the Kindy, and hopefully will continue, benefitting both the children, parents and the Kindy. Sam has worked hard on organising Playgroup this year, and it would be great to see playgroup numbers improve in the future.

Governing Council had a few member changes throughout the year. Thank you to Jason and Rachel Smith for their time at the kindy, and to Kerry Cocks for being on the committee for a while. Thanks to Sam for being secretary, and we welcome Hayley to the committee this year.

A huge thank you to Katrina Ebsary for her time on the Snowtown Kindergarten Governing Council. Over the past 8 years Katrina and Jarrod have helped in so many ways, it would be hard to list them all! They have spent many hours improving the outdoor area, organising fundraisers and volunteering at many events. Katrina has resigned from Governing Council and we wish her all the best for the future.

All the best to the new children on 2015. We look forward to another successful year.

Bernie Altmann
Chairperson & Treasurer
Snowtown Kindergarten
Quality Improvement Plan

Snowtown Kindergarten participated in the DECD “Integrating preschool with school” trial project. This program involved the kindergarten children combining with the junior primary class from the Snowtown Primary School for a variable amount of time and in variable space. Funding was used for staff across the kindergarten and school to plan for children’s learning. Children spend a portion of their time at the school and the reception children also used the kindergarten space. The program was considered partially successful considering the low number of children at the kindergarten early in the year and the stronger connections made with the Snowtown Primary School, however funding for collaborative planning across the 2 sites is not sustainable by sites in the future.

An associated program for 3 year olds was promoted to the Snowtown Community to make deeper connections and provide a place for learning and socialising. This has been successful in recruiting 9 children to this program. The integration with the preschool program has had a positive effect on children and families providing greater numbers of children in the kindergarten and having families involved in our educational hub at an earlier stage.

Sam Bunting has led the playgroup coordination offering more regular sessions and promotion in the local community. Due to her connections with the community new families are now using the centre on a fortnightly basis.

Both the associated programs have been successful in 2014 and will continue in 2015 providing a much needed integrated program from birth to prior to school age children and their families.

Building Teaching Capacity funding has been used to support site leader in collection and analysis of Reflect Respect Relate (RRR) data and attendance at Gowrie training “Environment and Sustainability”. The outcomes have been shared knowledge on sustainability, the development of a Sustainability and Environmental purpose statement and children making greater connections with nature through the use of natural material and collections.

Inquiry Question

How do we foster children’s capacity to understand and respect the natural environment and the interdependence between people, plants, animals and the land?

Success Measures

A learning environment that stimulates senses invites exploration and discovery and challenges children as active learners while connecting with nature so that future generations are sustained.

Highlights

- Staff proactive with collection of interesting, old, new, different and sensory items
- Verandah area enhanced by the addition of plants and natural collections
- More planting in the outdoor learning environment
- Sustainability and Environmental Purpose Statement developed collaboratively
- New associated program for 3 year olds
- Sustaining and building playgroup
- Success morning tea with wider community
Achievements

- Children highly engaged and curious about new items in active learning area
- Children’s use of nature resources throughout active learning environment
- Research on sustainability and environmental practices ongoing

Evidence

- Children’s voice, educator observation and documentation highlighting achievements
- Growth in children’s knowledge of sustainable practices shown through learning conversations
• Reflect Respect Relate (RRR) data indicated all the above achievements with a global rating of 4.6 – Relationship data.
• Children engaged in growing our own food and cooking
• 2014 Governing Council Survey “what wouldn’t you like to see change at Snowtown Kindy?” “the sustainable environment, back to nature and natural resources”, “the learning programs”
• Portfolio of evidence recorded and available to families as a visual journey of quality improvement

Next Steps
• Numeracy and literacy – what can/does it look like through the learning environment?
• Start our journey into Reggio Emilia inspired pedagogy
• Physical environment – how can it reflect our growing Reggio Emilia inspired pedagogy?
• Continue our Professional Learning Community
• Continue to foster family involvement

Challenge
• Sustainability - How do we foster children’s capacity to understand and respect the natural environment and the interdependence between people, plants, animals and the land?

Inquiry Question

How can we involve families in children’s numeracy and literacy learning?

Success Measures

Children’s numeracy and literacy capabilities developed as essential life skills so that they have the capacity to interact in everyday life.

Highlights
• Children noticing patterns in the natural environment
• Children using more numeracy language
• Environmental numeracy promoted – Weather, rain gauge, growing food, collecting & sorting natural resources
• Families invited to engage with their children in numeracy and literacy learning opportunities
• Literacy a major component the “Integrating Preschool with School” (IPWS) DECD trial project
• Partnership “Mid North” participating in “Leading Numeracy Improvement” DECD trial
Achievements

- Staff becoming more fluent in the language of numeracy – attended Big Ideas in number training
- Kuarna language introduced to children through song
- Numeracy activities provided to families through the newsletter from DECD “Great Start” website

Evidence

- Most children achieved numeracy indicators on quilt documentation
- TROLL data indicates significant improved across all areas in children’s oral language (see data below)
- 75% of children achieved their termly individual learning goal
- 70% of families responded with “YES” that “their child does learn maths at kindy” as indicated by DECD/Partnership initiate site audit
- Learning stories highlighting numeracy and literacy learning communicated to families
- Portfolio of evidence recorded and available to families as a visual journey of quality improvement

First & Exit Assessment Oral Language

![First & Exit Assessment Oral Language Graph]

Next Steps

- Numeracy and literacy – what can/does it look like through the learning environment?
- Start our journey into Reggio Emilia inspired pedagogy
- Physical environment – how can it reflect our growing Reggio Emilia inspired pedagogy
- Continue our Professional Learning Community
- Continue to foster family involvement

Challenge

- How do we foster children’s capacity to understand and respect the natural environment and the interdependence between people, plants, animals and the land?
- What does receiving “EXCELLENCE” in the National Quality Standards look like?
Inquiry Question

How do we continue to have a lively culture of professional inquiry?

Success Measures

Children are initiating own learning, children are intrinsically motivated & happy, families are actively involved and contributing to children’s learning; children understand and respect the natural environment.

Highlights

- Cranky Bear excursion, Clare kindergym, CFS truck visit, Koolunga visit, Enviroweek
- Pupil free day used to collaboratively develop Quality Improvement Plan
- Staff actively engaged in professional Learning Community
- Working smart with children’s learning documentation
- Integrated associated program for 3 year olds introduced
- Staff team attendance at the Early Years Conference

Achievements

- Shared Leadership inclusive of all staff
- All staff positively contributed to our pupil free day
- Staff performance development plans aligned to Quality Improvement Plan
- Participation in the DECD project – National Quality Standards Quality Area 1 (educational programs and practice) exceeding/meeting rating analysis

Evidence

- Children are actively engaged, expressing curiosity and happy at kindergarten
- 2014 staff reflection survey indicated all staff achieving professional growth
- “You Can Do It” (YCDI) program data indicates all children showed a growth in their social and emotional development
- RRR- Active Learning data indicates a global an above average of 4.6
- Portfolio of evidence recorded and available to families as a visual journey of quality improvement

Next steps

- Numeracy and literacy – what can/does it look like through the learning environment?
- Start our journey into Reggio Emilia inspired pedagogy
- Physical environment – how can it reflect our growing Reggio Emilia inspired pedagogy
- Continue our Professional Learning Community
Annual Report 2014

- Continue to foster family involvement

Challenge
- How do we foster children’s capacity to understand and respect the natural environment and the interdependence between people, plants, animals and the land?
- What does receiving “EXCELLENCE” in the National Quality Standards look like?

Inquiry Question

How do we consistently, actively promote and embed healthy eating in the everyday program and communicate this to families?

Success Measures

Children are aware of healthy food choices

Highlights
- Families are providing healthy lunch boxes for their children

Achievements
- New Healthy Food policy developed
- New healthy food display placed in strategic position for family viewing
- Children are trying new foods as an outcome of our growing and cooking program
- Children are using table etiquette

Evidence
- Lunch box audits indicate children and families are aware of healthy food choices
- 90% of lunch boxes are healthy
- Children’s conversations at meal times indicated awareness of healthy options
- Portfolio of evidence recorded and available to families as a visual journey of quality improvement

Next steps
- Numeracy and literacy – what can/does it look like through the learning environment?
- Continue our journey into Reggio Emilia inspired pedagogy
- Physical environment – how can it reflect our growing Reggio Emilia inspired pedagogy
- Continue our Professional Learning Community
- Continue to foster family involvement

Challenge
- How do we foster children’s capacity to understand and respect the natural environment and the interdependence between people, plants, animals and the land?
- What does receiving “EXCELLENCE” in the National Quality Standards look like?
 Intervention and Support Programs

No Preschool support program operated throughout 2014 for targeted children.

We comply with Department for Education and Child Development's Bullying and Harassment Policy and is an agenda item at Governing Council meetings.

Aboriginal 3 year old family literacy program funding has been used to provide targeted literacy and numeracy. Children's learning goals have been achieved and growth in social and emotional development has been positive.

Student Data

Enrolments

Figure 1: Enrolments by Term

![Enrolment Graph]

<table>
<thead>
<tr>
<th>Year</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>10</td>
<td>12</td>
<td>13</td>
<td>9</td>
</tr>
<tr>
<td>2013</td>
<td>8</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td>8</td>
<td>6</td>
<td>6</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

Enrolments have declined in 2014. Enrolments will remain at this level in 2015. Universal Access to preschool and Same First Day has impacted on Rural Preschool enrolments. Predicted enrolments for the future are unstable and reflect a transient population and the impact of the universal access to preschool policy on designated rural preschools.
Figure 2: Attendance by Term

Attendance Percentages 2012 - 2014

Table 2: Attendance Percentages 2012 - 2014

<table>
<thead>
<tr>
<th>Year</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012 Centre</td>
<td>90.0</td>
<td>75.0</td>
<td>92.3</td>
<td>88.9</td>
</tr>
<tr>
<td>2013 Centre</td>
<td>87.5</td>
<td>100.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014 Centre</td>
<td>100.0</td>
<td>66.7</td>
<td>83.3</td>
<td></td>
</tr>
<tr>
<td>2012 State</td>
<td>87.4</td>
<td>85.9</td>
<td>84.5</td>
<td>85.5</td>
</tr>
<tr>
<td>2013 State</td>
<td>88.7</td>
<td>88.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014 State</td>
<td>89.9</td>
<td>88.8</td>
<td>85.9</td>
<td></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

We encourage parents to send their children to kindy on a regular basis. 2014 attendance figures in comparison to state percentages indicate below above average attendance for term 2 & 3. Attendance figures for Term 2 centre reflect the high level of illness. 2015 attendance target of above 93% will be actioned on the Quality Improvement Plan.

Feeder Schools

Table 3: Feeder School Percentage Data 2012 - 2014

<table>
<thead>
<tr>
<th>Site number - Name</th>
<th>Type</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>0742 - Snowtown Primary School</td>
<td>Govt.</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</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

Snowtown Primary School continues to be the primary feeder school for the Snowtown kindy community.
DECD Parent Opinion Survey 2014
6684 Snowtown Kindergarten
Aggregation of Preschool Survey Responses
Parent Opinion - Quality of Teaching and Learning

<table>
<thead>
<tr>
<th>No.</th>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I think my child receives high quality teaching at this preschool.</td>
<td>0%</td>
<td>0%</td>
<td>29%</td>
<td>71%</td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>2</td>
<td>My child's teachers know what my child can do and what he/she needs to learn.</td>
<td>0%</td>
<td>0%</td>
<td>29%</td>
<td>71%</td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>3</td>
<td>This preschool has the expectation that children will learn.</td>
<td>0%</td>
<td>0%</td>
<td>13%</td>
<td>86%</td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>4</td>
<td>Teachers are enthusiastic in their teaching.</td>
<td>0%</td>
<td>0%</td>
<td>13%</td>
<td>86%</td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>5</td>
<td>I am satisfied with the learning programs offered at my child's preschool.</td>
<td>0%</td>
<td>0%</td>
<td>13%</td>
<td>86%</td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>6</td>
<td>My child's teachers clearly inform me about the learning program.</td>
<td>0%</td>
<td>0%</td>
<td>23%</td>
<td>71%</td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>7</td>
<td>My child's teachers make learning interesting and enjoyable.</td>
<td>0%</td>
<td>0%</td>
<td>13%</td>
<td>86%</td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>8</td>
<td>Teachers at this preschool really want to help my child learn.</td>
<td>0%</td>
<td>0%</td>
<td>13%</td>
<td>86%</td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>9</td>
<td>The preschool has an excellent learning environment.</td>
<td>0%</td>
<td>0%</td>
<td>13%</td>
<td>86%</td>
<td></td>
<td>8</td>
</tr>
</tbody>
</table>

Parent Comments - Quality of Teaching and Learning

Good job.

My child seems to be happy with the new learning. She is doing well.

Occasional care child, and I don't get to talk to the teachers much, so I don't really know what they learn about. Newsletters don't usually have much about what the kids are learning about or have done. Its more about programs, standards, upcoming excursions, etc.

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DECD Parent Opinion Survey 2014
6684  Snowtown Kindergarten

Aggregation of Preschool Survey Responses
Parent Opinion - Support of Learning

<table>
<thead>
<tr>
<th>No.</th>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>My child is motivated to learn at this preschool.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>25%</td>
<td>75%</td>
<td>8</td>
</tr>
<tr>
<td>2</td>
<td>My child's teachers provide help and support when it is needed.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>13%</td>
<td>88%</td>
<td>8</td>
</tr>
<tr>
<td>3</td>
<td>My child has access to quality materials and resources that help him/her to learn.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>14%</td>
<td>86%</td>
<td>7</td>
</tr>
<tr>
<td>4</td>
<td>My child is happy at this preschool this year.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>50%</td>
<td>50%</td>
<td>8</td>
</tr>
<tr>
<td>5</td>
<td>My child would receive support for any special needs he/she had.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>17%</td>
<td>83%</td>
<td>6</td>
</tr>
<tr>
<td>6</td>
<td>The preschool changes its programs and activities to improve student achievement.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>13%</td>
<td>88%</td>
<td>8</td>
</tr>
<tr>
<td>7</td>
<td>Children know how they are expected to behave at preschool</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>38%</td>
<td>63%</td>
<td>8</td>
</tr>
<tr>
<td>8</td>
<td>Teachers at this preschool treat my child fairly.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>25%</td>
<td>76%</td>
<td>8</td>
</tr>
<tr>
<td>9</td>
<td>This preschool provides a safe and secure environment.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>25%</td>
<td>75%</td>
<td>8</td>
</tr>
<tr>
<td>10</td>
<td>Children have enough materials and resources for their learning.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>13%</td>
<td>88%</td>
<td>8</td>
</tr>
<tr>
<td>11</td>
<td>This preschool has information available about other support agencies within the community.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>20%</td>
<td>80%</td>
<td>5</td>
</tr>
<tr>
<td>12</td>
<td>This preschool encourages children to have a sense of pride in their achievement.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>36%</td>
<td>63%</td>
<td>8</td>
</tr>
</tbody>
</table>
### DECD Parent Opinion Survey 2014

#### 6684 Snowtown Kindergarten

#### Aggregation of Preschool Survey Responses

#### Parent Opinion - Relationships and Communication

<table>
<thead>
<tr>
<th>No.</th>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I feel welcome at this preschool.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>100%</td>
<td>8</td>
</tr>
<tr>
<td>2</td>
<td>This preschool assists the development of my child's personal and social skills.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>20%</td>
<td>75%</td>
<td>8</td>
</tr>
<tr>
<td>3</td>
<td>I am comfortable about approaching my child's teacher to talk about his/her progress.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>13%</td>
<td>86%</td>
<td>8</td>
</tr>
<tr>
<td>4</td>
<td>I am given opportunities to have a say in matters about this preschool.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>23%</td>
<td>71%</td>
<td>7</td>
</tr>
<tr>
<td>5</td>
<td>There is a broad variety of communications that inform me about this preschool.</td>
<td>0%</td>
<td>0%</td>
<td>14%</td>
<td>29%</td>
<td>57%</td>
<td>7</td>
</tr>
<tr>
<td>6</td>
<td>Children from all backgrounds and cultures are treated fairly at this preschool.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>14%</td>
<td>86%</td>
<td>7</td>
</tr>
<tr>
<td>7</td>
<td>The staff always listen to what I have to say about my child's development and needs.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>13%</td>
<td>88%</td>
<td>8</td>
</tr>
<tr>
<td>8</td>
<td>I receive helpful information about my child's progress and achievement.</td>
<td>0%</td>
<td>0%</td>
<td>13%</td>
<td>13%</td>
<td>75%</td>
<td>8</td>
</tr>
<tr>
<td>9</td>
<td>This preschool provides opportunities to discuss my child's progress.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>25%</td>
<td>75%</td>
<td>8</td>
</tr>
<tr>
<td>10</td>
<td>I am well informed about preschool activities.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>13%</td>
<td>86%</td>
<td>8</td>
</tr>
<tr>
<td>11</td>
<td>I believe that if I have concerns or suggestions, the preschool would respond appropriately.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>13%</td>
<td>86%</td>
<td>8</td>
</tr>
<tr>
<td>12</td>
<td>I am encouraged to be involved in the preschool in all kinds of ways.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>13%</td>
<td>86%</td>
<td>8</td>
</tr>
<tr>
<td>13</td>
<td>Teachers let me know how well my child is doing.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>25%</td>
<td>75%</td>
<td>8</td>
</tr>
</tbody>
</table>

### Parent Comments - Relationships and Communication

My child is very happy and I believe has a good relationship with the teachers here.

It's good.

My child has a very strong relationship with his preschool teachers. They are so good and make him happy.
DECD Parent Opinion Survey 2014
6684 Snowtown Kindergarten

Aggregation of Preschool Survey Responses
Parent Opinion - Leadership and Decision Making

<table>
<thead>
<tr>
<th>No.</th>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>This preschool is well organised this year.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>20%</td>
<td>75%</td>
<td>8</td>
</tr>
<tr>
<td>2</td>
<td>I have confidence in how the preschool is managed.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>25%</td>
<td>75%</td>
<td>8</td>
</tr>
<tr>
<td>3</td>
<td>I believe there is effective educational leadership within the preschool.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>38%</td>
<td>63%</td>
<td>8</td>
</tr>
<tr>
<td>4</td>
<td>The preschool seeks parents’ opinions about educational programs.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>33%</td>
<td>67%</td>
<td>6</td>
</tr>
<tr>
<td>5</td>
<td>I am given the opportunity to be involved in the preschools’ educational activities.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>43%</td>
<td>57%</td>
<td>7</td>
</tr>
<tr>
<td>6</td>
<td>The preschool is always looking for ways to improve what it does.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>43%</td>
<td>57%</td>
<td>7</td>
</tr>
<tr>
<td>7</td>
<td>Parents are invited to participate in decisions about their child’s education.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>43%</td>
<td>57%</td>
<td>7</td>
</tr>
<tr>
<td>8</td>
<td>Parents have the opportunity to be involved in the development of school plans through the Governing Council.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>38%</td>
<td>63%</td>
<td>6</td>
</tr>
<tr>
<td>9</td>
<td>The preschool includes parents and community in decision making.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>43%</td>
<td>57%</td>
<td>7</td>
</tr>
<tr>
<td>10</td>
<td>Overall, I am satisfied with the preschool’s planning.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>25%</td>
<td>75%</td>
<td>8</td>
</tr>
</tbody>
</table>

Parent Comments - Leadership and Decision Making

Great management.

Parent Comments - Other comments

I am so happy with the kindy. My child is so happy and comfortable.
Accountability

Criminal history screening has been carried out in compliance with the DECD criminal history screening summary for site leader's document. Monitoring of compliance is carried out by the Preschool Director.

Financial Statement

<table>
<thead>
<tr>
<th></th>
<th>Funding Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Grants: State</td>
<td>$11959.72</td>
</tr>
<tr>
<td>2</td>
<td>Grants: Commonwealth</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Parent Contributions</td>
<td>$4257.00</td>
</tr>
<tr>
<td>4</td>
<td>Other</td>
<td>$1855.00</td>
</tr>
</tbody>
</table>