1. CONTEXT

**Preschool Name:** Salisbury Park Kindergarten  
**Preschool Number:** 2668

**Preschool Director:** Julie Stevenson  
**Partnership:** Salisbury

**Salisbury Park Kindergarten** is a ‘stand-alone’ kindergarten, situated in a quiet suburban street opposite Salisbury Park Primary School. The part time centre operated at 0.8 during 2015. Our days of operation included Tuesday, Wednesday & Thursday, providing families with a choice of 2 full days 8.45am – 2.45pm. Universal Access hours were offered on Friday morning 8.45 – 11.45am. Eligible children attended for 15 hours a week. Staff ‘non-contact’ time was taken on Friday afternoon.

In 2015 we experienced lower than average enrolments. We started the year with 25 children and increased to 28 by the end of the year.

**4 X Pre-Entry** sessions were offered on Wednesday mornings in term 4 during weeks 5, 6, 7 and 8. These dates were consistent with School Transition visits across The Salisbury Partnership.

**Playgroup** was held on Friday afternoons, attendance averaged at 8 families per week.

**2015 Community Profile:**
- 54% of enrolments live outside the ‘Salisbury Park’ area
- 39% Single Parent families
- 7% ‘Shared Care’ arrangements
- 3% Aboriginal Enrolments
- 3% Families with Languages other than English

**2015 Staff Profile:**
- 1 x 0.8 Director
- 1 x 0.8 Teacher
- 1 x 0.8 Early Childhood Worker
- 1 x Pre-School Support Worker
- 1 x Finance Officer

The Director and Teacher have over 25 years of experience working in South Australian Kindergartens. The Teacher & Early Childhood Worker have worked at this site for over 20 years. The Director has held this position for the past 8 years and this year was successful in winning a further 5 year tenure in this position. The Preschool Support Worker & Finance Officer have both been consistently employed at this site for the past 7 years. Staff continuity is a genuine asset with positive long term relationships existing between staff, parents and children. Clear roles and responsibilities exist and common goals are established and achieved. A positive and supportive environment is evident from staff and parent feedback.

- Staff Meetings were held 3 times a term
- Program Meetings were held each fortnight
- Staff Performance Management Review Meetings were held annually

**Governing Council:**
- 14 family members nominated to become a 2015 Governing Council member - 56% of initial site enrolments. This included 5 members who nominated for a second year of service. As this exceeded the number of members specified in our Centre Constitution, all nominees were asked to review their nomination and were provided the option of attending meetings without a voting right. 11 members were finally elected onto the Governing Council at the Annual General Meeting held in February. By the end of term 1, membership comprised of 8 regular attendees.
- Governing Council members met twice a term, with a total of 8 meetings held during 2015

**Volunteers:**
- During 2015, 3 community members, who did not have children accessing our kindergarten, engaged in regular volunteer roles. They provided more than 6 hours of service each week.
- 2015 Annual DECD Volunteer Award was presented to Debbie Wasley for 5 years of continuous service to the Kindergarten.
- All Governing Council members and volunteers held Relevant History Screenings and completed ‘Reporting Abuse & Neglect’ training in February.
I would like to start by saying thank you for giving me the opportunity to not only be a part of, but to be the Chairperson of this year’s Governing Council. I would also like to thank all teachers, family members and other Governing Council members for their contributions over the past year. Being a part of the council has been a wonderful and rewarding experience which has allowed me to become closer with all teachers and parents.

This year as Chairperson, I had the privilege of being a part of the process that selects the most suitable applicant for the Directors position. The process was an eye opening experience, I am glad I had the opportunity to be a part of it. This process resulted in Julie Stevenson having her Directors position renewed. I feel I can speak for all involved, when I express how happy we are that Julie will be staying on at Salisbury Park Kindergarten. She is a valued staff member and the kindergarten wouldn’t be the same without her.

**Special Events 2015**

- Easter raffle
- ‘Henny Penny’ chicken hatching program
- New volunteer Gardner, Don Hockley, whose enthusiasm to be a part of and improve certain areas of the Kindergarten is very welcome and greatly appreciated.
- ‘Harmony Day’ celebrations
- ‘Cadbury’ chocolate fundraiser
- Director position renewed (yay)
- Patch theatre excursion
- Obstacle-a-thon fundraiser
- Trent Hill ‘Sharing Aboriginal Culture’
- ‘Animal Caper’s’ show
- 2015 Salisbury Christmas parade
- Christmas Family Night

**School Partnership**

This year the partnership between Salisbury Park Kindergarten and Salisbury Park Primary School has continued with the kindergarten children being involved in such events as:

- Weekly ‘student swap’
- Harmony Day assembly
- Book Week parade
- School transition visits

**Equipment/Facility upgrades**

- Outdoor Learning Area upgrade, start date 2017/2018
- 4 x I-pads
- New playgroup toys
- New Sandpit cover
- New shelving and storage compactus for store room
- $150 New toys for kindergarten from the Toy catalogue fundraiser voucher

Lastly, I would like to again thank all teachers and council members for the hard work you have all put into this year. I wish staff and the new council all the best for 2016

Kind regards,
Stacy Hannon - Chairperson
3. HIGHLIGHTS 2015

Special Events & Fundraising Achievements this year include:

- February, visit from ‘Henny Penny’ egg hatching program
- April DECD Wi-Fi installed and 4 x I-pads purchased for staff & children’s use
- Easter Raffle raised $330
- Don Hockley started in volunteer gardener role, making a significant early improvement with donations of garden mulch and trees by Salisbury Council
- May, ‘Bunnings’ Parafield replaced 20 plants with larger, mature, native species
- July, Trent Hill shared his Aboriginal Culture with the children
- ‘Patch Theatre’ excursion to Golden Grove Recreation Centre
- Participation at Salisbury Park Primary School ‘Book Week’ parade
- September Obstacle-a-thon fundraiser raised $295
- November, participation in Salisbury Community Christmas Parade
- December, ‘Family Night’ celebration, Christmas raffle raised $950

A huge highlight in 2015 was being named as one of the 10 successful sites for the DECD ‘Outdoor Learning Project Upgrade’. Our Kindergarten will be involved in round 4, with upgrades due to be completed in 2018.

4. QUALITY IMPROVEMENT PLAN

The 2015 Quality Improvement Plan was developed with feedback from staff, families, Governing Council members and information from the 2014 site review. Ideas for improvement were highlighted under the 7 Quality Areas, with ongoing review and reflection completed throughout the year.

Quality Area 1: Educational Program & Practice

<table>
<thead>
<tr>
<th>Standard</th>
<th>Outcome Sought</th>
<th>Achievements/Outcomes</th>
<th>Planning For 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1.4</td>
<td>Families have regular access to children’s progress and learning. Opportunities exist for regular discussion between staff &amp; families to enhance children’s learning.</td>
<td>Communication with families clearly documented &amp; used to support children’s learning. Updated report format, ‘Statement of Learning’ which includes children’s voice. All families engaged in ‘Learning Discussion’ with group teacher end term 3. Learning Folders sent home at end of each term for family input &amp; feedback. Term 1 90% parent input into Individual Learning Plans, term 2 96%, term 3 93%. 100% of families surveyed agree or strongly agree the preschool has an excellent learning program &amp; are satisfied with the learning programs offered. 94% agree or strongly agree teachers inform them about the learning program - 2015 Parent Opinion Survey (POS)</td>
<td>Continue to document family conversations incorporating needs into program. Introduce 'Learning Discussions' mid-term 1 with all families to enhance understanding &amp; build early relationships. Enhance Cultural Understandings.</td>
</tr>
<tr>
<td>1.2.1</td>
<td>Cycle of Planning is evident &amp; documented for all learners.</td>
<td>Fortnightly staff team meetings planned with ‘focus’ children incorporated into plans to meet individual &amp; group needs/interests. Small group work and focus children documented via group teacher. Team planning time limited due to staff long service leave, professional development and Partnership leadership commitments.</td>
<td>Build onto 2015 team planning time and continue to refine ‘cycle of planning’ with reflection &amp; evaluation clearly documented</td>
</tr>
<tr>
<td>1.2.3</td>
<td>Quality reflection on practice is embedded at centre</td>
<td>Planned fortnightly staff team reflection time became unrealistic due to other commitments. ‘Learning at Kindy’ visual journal documented learning at centre and regularly accessed by many children &amp; families to reflect on learning. Term 3 staff use of I-Pads to document learning stories after Professional Development was organised.</td>
<td>Ongoing area for improvement in 2016, with focus on staff interactions with children &amp; transforming learning tasks to build critical thinking skills.</td>
</tr>
</tbody>
</table>
## Quality Area 2: Children’s Health & Safety

<table>
<thead>
<tr>
<th>Standard</th>
<th>Outcome Sought</th>
<th>Achievements/Outcomes</th>
<th>Planning For 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1.3</td>
<td>Improved documented hygiene practices with clear staff roles &amp; responsibilities</td>
<td>2 x large Esky’s purchased to store children’s lunches. Staff rosters developed to document bathroom &amp; equipment clean, lunch supervision etc. Staff using gloves during lunch time &amp; when handling food. Judy attended ‘Food Safety &amp; Handling Professional Development session.</td>
<td>Procedures become part of site routine/practice</td>
</tr>
<tr>
<td>2.1.4</td>
<td>Improved procedures for reporting injury &amp; illness to families</td>
<td>Use of staff diary in kitchen to record child illness &amp; absence. Individual notices sent home to notify families of infectious diseases, along with information displayed at ‘sign in’ sheet.</td>
<td>Procedures become part of site routine/practice</td>
</tr>
<tr>
<td>2.3.3</td>
<td>Improvements made to emergency procedures with core staff access to online DECD Incident Reporting System</td>
<td>Emergency Management Plan updated as per DECD requirements in August. All core staff team members now have ‘IRMS’ access with ability to report a critical incident to appropriate authorities if Director is not on site.</td>
<td>Review plans and procedures as required.</td>
</tr>
<tr>
<td>2.3.4</td>
<td>All Staff required to complete update in Child Protection Curriculum training</td>
<td>All Staff completed online training during T3. Aware of ongoing roles &amp; responsibilities when reporting &amp; managing child abuse or neglect</td>
<td>Procedures become part of site routine/practice</td>
</tr>
</tbody>
</table>

## Quality Area 3: Physical Environment

<table>
<thead>
<tr>
<th>Standard</th>
<th>Outcome Sought</th>
<th>Achievements/Outcomes</th>
<th>Planning For 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.2.1</td>
<td>Enhance outdoor learning area including new plantings and natural resources to inspire imaginative play.</td>
<td>Volunteer Gardener started in term 2. He sourced garden mulch &amp; native plants from Salisbury Council. Also Bunnings Parafield replaced plants that had not survived their planting late in 2014. In July we provided an Expression of Interest to be part of DECD funded ‘Outdoor Area Upgrade’ Early in term 3 we were notified that our application was successful in obtaining one of 10 remaining grants. Our Outdoor Area will be redeveloped in round 4 - 2017/18</td>
<td>We will continue to collect ideas, articles &amp; website information to support this process.</td>
</tr>
<tr>
<td>3.2.2</td>
<td>Update centre storage system to improve WHS standards. IT upgrades to support children’s knowledge &amp; skills in this area.</td>
<td>2nd hand storage compactus and new shelving installed 1st week of Christmas holidays. DECD provided ‘Wi-Fi’ access in term 2. June purchased 4 x I-Pads for staff &amp; children’s use. Also purchased 2 x recycled lap tops for Finance &amp; Photos. 2 x Staff Professional Development sessions held late in T3.</td>
<td>Investigate further PD opportunity for staff I-Pad use through Salisbury Partnership. Hold off on ‘Interactive Whiteboard’ purchase until effective use of I-Pads is established.</td>
</tr>
<tr>
<td>3.3.2</td>
<td>Children show awareness for and engage in environmentally friendly practices.</td>
<td>Data gathered via survey in T1 -17% &amp; T4 - 87% to determine children’s awareness for and engagement in environmentally friendly practices. Data shows 70% increase Ongoing program focus with visit from ‘NAWMA’ Salisbury Council recycle program in T1. Roster developed to ensure all children participate in sustainable activities – worm feeding, compost top up &amp; garden distribution, washing &amp; emptying recycled containers.</td>
<td>Procedures become part of site routine/practice.</td>
</tr>
</tbody>
</table>

## Quality Area 4: Staffing Arrangements

<table>
<thead>
<tr>
<th>Standard</th>
<th>Outcome Sought</th>
<th>Achievements/Outcomes</th>
<th>Planning For 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1.1</td>
<td>Improved access to quality relief staff</td>
<td>Relief staff access during 2015 did improve due to regular relief staff’s availability. T4 discussions were held with leader at site where current relief lists are developed to determine possible improvements to current system. Contact also made with DECD IT support personnel to inform them of current system concerns &amp; possible corporate solutions.</td>
<td>No improvements or positive outcomes achieved. Ongoing focus for 2016</td>
</tr>
<tr>
<td>4.2.1</td>
<td>Staff consistently work collaboratively, with high level professional standards evident.</td>
<td>T1 Annual review of Staff roles &amp; responsibilities. Staff diary has improved communication for all staff DECD Code of Conduct reviewed during staff meeting 22/10 which provided information for discussion</td>
<td>Procedures become part of ongoing site routine/practice.</td>
</tr>
</tbody>
</table>
### Quality Area 5: Relationships with Children

<table>
<thead>
<tr>
<th>Standard</th>
<th>Outcome Sought</th>
<th>Achievements/Outcomes</th>
<th>Planning For 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1.1</td>
<td>Positive Interactions with Children’ Policy developed to highlight positive staff language, relationships &amp; responsiveness to children</td>
<td>Staff team discussions commenced during ‘Student Free Day’ 26/11. Ideas collated and draft policy developed for sharing and discussion with 2016 Governing Council.</td>
<td>Share draft policy with GC. When approved, promote policy during enrolment, induction &amp; on website. Use of ‘RRR’ Relationship Scale for review.</td>
</tr>
<tr>
<td>5.1.3</td>
<td>Every child is supported to feel secure, confident &amp; included.</td>
<td>Feedback sought from children at end of each term to determine feelings of wellbeing. This information was shared with families during assessment process. T1 &amp; T2 data revealed 100% of learners feel happy at kindy, are able to name 1 or more friends and believe they are clever. 40% felt sad when trying something new however 92% could offer a strategy to manage something that was hard. As part of the Salisbury Partnership we engaged with TfEL Compass (Teaching for Effective Learning), to gather data on student engagement &amp; dispositions.</td>
<td>Develop improvement strategies to support findings of ‘TfEL Compass’ with focus on numeracy, Transforming Tasks and developing growth mindset. Investigate improvements to ILP format for children with additional needs, seek input from other sites.</td>
</tr>
<tr>
<td>5.2.2</td>
<td>Review of current Behaviour Management Policy with addition to effective manage extremely challenging behaviour</td>
<td>Staff team discussions commenced during ‘Student Free Day’ 26/11. Draft policy ratified at Governing Council meeting held on 27/11.</td>
<td>Reviewed policy to be included during enrolment, induction &amp; on website.</td>
</tr>
</tbody>
</table>

### Quality Area 6: Collaborative Partnerships with Families & Communities

<table>
<thead>
<tr>
<th>Standard</th>
<th>Outcome Sought</th>
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</tr>
</thead>
<tbody>
<tr>
<td>6.3.2</td>
<td>Continuity of Learning is supported through collaborative work with staff &amp; families at Salisbury Park Primary School</td>
<td>Student Swap commenced T2. Meetings held each term between kindy educators, SPPS DP and 2 x Reception staff 2014 DECD Transition Rubric used as basis for discussions with focus on ‘Acting Intentionally’ &amp; ‘Professional Collaboration’. ‘Natural Maths’ common focus. Joint engagement with Ann Baker 15/5, school staff shared their ‘Natural Maths’ journey during Preschool PD on 25/8. Also joint engagement during DECD Numeracy Improvement module 1 &amp; 2. Teacher attended Early Years literacy meetings with school staff, and joint attendance at Preschool Literacy &amp; Numeracy Indicator PD. DECD Transition Rubric shared with Partnership leaders 5/11</td>
<td>Continue to engage in collaborative work with SPPS staff, review Improvement Plan. Extend conversations to local non-Government school.</td>
</tr>
<tr>
<td>6.3.4</td>
<td>Active collaboration between DECD Partnership staff to improve learning, enhance pedagogy &amp; strengthen relationship</td>
<td>Collaboration between Preschool Directors to develop plan to address Literacy &amp; Numeracy Results Plus agenda. Sharing of resources, tools &amp; expertise has enhanced practice for all sites. EY survey developed to address ‘TfEL’ Compass questions on ‘Child Reflection on Learning’ and implemented T4. Director attended Results Plus module PD as Early Years Rep.</td>
<td>Ongoing Partnership focus with Literacy &amp; Numeracy Results Plus funding continuing. TfEL Compass survey results can be analysed with plans to address.</td>
</tr>
</tbody>
</table>

### Quality Area 7: Leadership and Service Management

<table>
<thead>
<tr>
<th>Standard</th>
<th>Outcome Sought</th>
<th>Achievements/Outcomes</th>
<th>Planning For 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.1.2</td>
<td>Comprehensive induction process for staff &amp; volunteers</td>
<td>Induction folder updated to ensure currency &amp; relevance. New Volunteer ‘sign off’ sheet developed &amp; implemented. DECD CHS Audit provided positive feedback for current systems &amp; procedures. Contractor induction information also updated with new ‘sign off’ sheet developed &amp; implemented.</td>
<td>Ensure Induction folder is continuously updated. Collaborative Centre Policy Reviews required with input from parents &amp; staff</td>
</tr>
<tr>
<td>7.2.1</td>
<td>Philosophy Statement guides all aspects of centre operation and is reviewed regularly.</td>
<td>T1 Staff review Numeracy focus added Shared at first GC meeting and provided to all families for comment. Copies added to all Learning Folder’s</td>
<td>Visual display created using current photo evidence to highlight values. Ongoing process of reflection required to ensure Philosophy is ‘living’ &amp; at the heart of all that we do</td>
</tr>
</tbody>
</table>
Learning Achievements 2015

**Numeracy skills displayed on kindergarten exit:**
- 96% of children counted 1-10 objects
- 70% of children recognized numerals 1-10
- 65% of children counted 1-20 objects
- 30% of children showed awareness for number 1-100
- 87% of children able to sort items by colour, shape, size
- 75% of children using numeracy skills to represent data in play
- 70% of children able to complete complex puzzle using a range of problem solving skills

**Literacy skills evident on kindergarten exit:**
- 100% of children able to follow simple instruction
- 85% of children able to follow complex instruction
- 100% of children able to recognise and write their first name.
- 100% of children able to read a range of environmental print
- 80% of children able to initiate a conversation

**Print Concept Data:**
Staff continue to build onto children’s awareness of ‘print concepts’ and ‘how print works’ based on work from Susan Hill, University SA & Marie Clay, ‘Concepts of Print’. Data is collected from each child during their first term and again on exit from preschool. Initial data captures ‘children at risk’, which is then addressed with Early Intervention support or referral to Support Services. Research suggests children who exit preschool with a total of 15 + concepts, demonstrate effective print awareness and have developed a sound foundation for ongoing success with print concepts. Our data shows we did not meet our target of 80% with 65% of children exiting preschool demonstrating awareness of 15+ concepts. The higher than usual percentage (39%) of children identified with speech & language delays may have impacted on our target figure.

**Social & Emotional Skills:**
Ongoing implementation of the ‘You Can Do It’ program, ensures a continued focus on children’s social and emotional wellbeing. Through the use of songs, stories, puppets and discussions, children are exposed to the positive learning dispositions of confidence, persistence, organisation, resilience and getting along. Families are asked to ‘plot’ their child on a rubric prior to kindy start.

Data gathered by staff during children’s final kindy term shows:
- 90% of children exit with ‘consolidating’ or ‘establish’ levels of Confidence.
- 96% of children exit with ‘consolidating’ or ‘establish’ levels of Persistence.
- 92% of children exit with ‘consolidating’ or ‘establish’ Organisational skills.
- 93% of children exit with ‘consolidating’ or ‘establish’ Getting Along skills.
- 96% of children exit with ‘consolidating’ or ‘establish’ levels of Resilience.

**Sustainable practices:**
Data was collected around children’s awareness for Sustainable Practices during their first and last term at kindy. Throughout the year, children were exposed to a range of environmental friendly activities including separating rubbish into recycling and reuse bins, caring for worms and engaging with the site vegetable garden and compost bin. In March we had a visit from Salisbury Council recycle advocate ‘NAWMA’, who shared appropriate recycling procedures with the children. Data shows an increase of 70% in awareness for Sustainable Practices from the children.

<table>
<thead>
<tr>
<th></th>
<th>Shows awareness for sustainable practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1</td>
<td>17%</td>
</tr>
<tr>
<td>Term 4</td>
<td>87%</td>
</tr>
</tbody>
</table>

* All data results include children identified with additional needs.
DECD Preschool Literacy and Numeracy Indicators

Funding for staff familiarisation with the Preschool Literacy & Numeracy Indicators was not accessed this year due to a lack of Professional Development opportunities offered by DECD. All staff members, including Support Worker’s, attended the DECD ‘Introduction to Preschool Indicators’ training session in June, by utilising one of our two approved annual ‘Student Free Days’. Further Professional Development opportunities were highlighted, but did not eventuate in 2015. Funds will therefore be carried over into 2016, as further training opportunities arise.

The Salisbury Partnership Early Years Professional Development focus was to engage with ‘Natural Math’s’ strategies, as stated in 2015 Salisbury Partnership Plan.

Training initiated by the Preschool Directors during 2015 included:
- Sharing of Numeracy practice by Salisbury Heights Preschool
- All teaching staff having the opportunity to engage with Ann Baker during a one day training.
- Sharing of ‘Natural Maths’ strategies by Sir Thomas Playford Kindergarten and Salisbury Park Primary School staff

5. INTERVENTION AND SUPPORT PROGRAMS

In 2015 14% of children on enrolment had identified additional needs. Staff continued to observe all children using a range of tools, including developmental checks, observations and discussions with families to identify further children requiring developmental follow up. Staff accessed a range of Professional Services to support with further assessment of the children identified with possible additional needs. Referrals were made to DECD Special Educator, Psychologist and Speech Therapist for observation, advice and assessments. Referrals were also made to the Child & Youth Health - Early Intervention Team, ‘Uni SA’ Occupational Therapy, Lyle McEwin Hospital ‘Child Developmental Unit’ and a local Pediatrician. Annual Child & Youth Health Checks, held late in term 1 also helped to identify children requiring follow up support. By term 4 2015:

- 39% of children were identified with a disability or severe speech and/or language delay. These children qualified for DECD funded ‘Pre-School Support’
- 11% of children were identified with mild/moderate speech needs or ‘at risk’ in learning ‘Early Intervention Support’ was provided for these children, by accessing site funds.

These children spent time working both individually and in small groups with our Pre-School Support Worker. Individual Learning Programs were developed with input from families, support professionals and staff, to address identified areas of need. Plans were reviewed each term, with changes made as progress in development was observed. Reviews completed during term 4 highlighted the progress made by these children after early intervention support with ‘severe’ needs improving to ranges of mild/moderate delays. Our 2015 cohort also shows:

- 4% children from families with languages other than English
- 4% Aboriginal Enrolments

This year we experienced low numbers of Aboriginal and ‘LOTE’ enrolments. These children were supported with Individual Learning Plans and Family Literacy Plans.

One term of Bi-Lingual Support was accessed.

To support children and families with their continuity in learning and transition to school, staff facilitated information ‘sharing’ visits with four local Primary Schools. These visits provided an opportunity to share Individual Learning Plans for children with identified additional needs and provide schools with useful intervention tools & strategies to support individuals as they transitioned from kindy into school.
6. STUDENT DATA

6.1 Enrolments

Total Enrolments 2013 – 2015

Table 1: Enrolments by Term

<table>
<thead>
<tr>
<th>Year</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>34</td>
<td>38</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td>41</td>
<td>45</td>
<td>43</td>
<td>43</td>
</tr>
<tr>
<td>2015</td>
<td>25</td>
<td>25</td>
<td>27</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 through-out 2015 were at a significantly lower level than last year. We started the year with 25 children and ended the year with 28 children. Some family movement also impacted on our enrolments, with one child moving out of the local area and two children moving interstate with their families. One child also started their Private School journey in term 3. There did not appear to be any significant reason for lower enrolments, other than lower than usual numbers of 4-5 year old children in our local area. 2016 enrolment numbers have already exceeded those of 2015.

6.2 Attendance

Table 2: Attendance Percentages 2013 - 2015

<table>
<thead>
<tr>
<th>Attendance Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year</td>
</tr>
<tr>
<td>------</td>
</tr>
<tr>
<td>2013 Centre</td>
</tr>
<tr>
<td>2014 Centre</td>
</tr>
<tr>
<td>2015 Centre</td>
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<tr>
<td>2013 State</td>
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<tr>
<td>2014 State</td>
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<tr>
<td>2015 State</td>
</tr>
</tbody>
</table>

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

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

Source: Preschool Data Collection, Data Management and Information Systems

Attendance patterns have continued to be over 90% during 2015, which is again higher than the state average. We continue to share with families the importance of regular attendance to enhance relationships and improve learning outcomes for children. Families value our Kindergarten program and believe it has made a positive difference to their child’s growth and development. Children also want to come to kindy, they enjoy the ‘play based’ curriculum and feel safe and confident here.
Families are asked to notify staff of child absence, unexplained absence is followed up by staff.

### 6.3 Destination – Feeder Schools

<table>
<thead>
<tr>
<th>Site number - Name</th>
<th>Type</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>0632 - Keller Road Primary School</td>
<td>Govt.</td>
<td>4.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1135 - Karrendi Primary School</td>
<td>Govt.</td>
<td>2.6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1140 - Salisbury Park Primary School</td>
<td>Govt.</td>
<td>68.0</td>
<td>79.0</td>
<td>70.8</td>
</tr>
<tr>
<td>1177 - Salisbury Heights Primary School</td>
<td>Govt.</td>
<td>4.0</td>
<td>2.6</td>
<td></td>
</tr>
<tr>
<td>1792 - Kaurna Plains School</td>
<td>Govt.</td>
<td>4.0</td>
<td></td>
<td>4.2</td>
</tr>
<tr>
<td>8164 - Trinity College South School</td>
<td>Non-Govt.</td>
<td>4.0</td>
<td></td>
<td>4.2</td>
</tr>
<tr>
<td>8226 - Golden Grove Lutheran Primary School</td>
<td>Non-Govt.</td>
<td>4.0</td>
<td></td>
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</tr>
<tr>
<td>8399 - Holy Family Catholic School</td>
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<td></td>
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<td>8424 - Bethany Christian School Inc</td>
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<tr>
<td>8439 - Tyndale Christian School</td>
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<td>5.3</td>
<td>8.3</td>
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<td>9072 - St Augustine’s Parish School</td>
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<td>16.0</td>
<td>7.9</td>
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<td>9116 - St Paul Lutheran School</td>
<td>Non-Govt.</td>
<td>2.6</td>
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<td><strong>Total</strong></td>
<td></td>
<td>100.0</td>
<td>100.0</td>
<td>100.1</td>
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</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

It is pleasing to see that the majority of our families choose our local Public School for their child’s education, with 70.8% of our children transitioning into Salisbury Park Primary. This has been the trend over the last few years, with a close working relationship being maintained across sites. Effective ‘Partnership Programs’ include fortnightly visits to the school library for ‘story time’ and regular access to Reception classes with a weekly ‘Student Swap’. These programs help to establish and extend positive relationships and links with the school children, staff, culture and environment.

In 2015, Salisbury Park Primary continued to offer a ‘Parent Information Session’, which was held prior to the commencement of children’s transition visits. Our families were invited to learn about the Literacy and Numeracy Programs offered at the school. This year the Information Session was again well attended and highly regarded by families as an effective way to share information, meet staff and develop an understanding for school culture and expectations.

In 2015 there appears to be an increase from 2014, of families choosing Private School pathways for their children (2014 – 15.8% and 2015 – 20.9%), however this in fact equates to less children, due to our lower enrolments this year.

(enrolment identified into Golden Grove Lutheran School changed to Public School after data was generated)
7. CLIENT OPINION

This year surveys were provided to 26 families with 17 responses giving a pleasing 65% return rate, up from 53% in 2014. We believe this provides a valid set of results, with very positive feedback provided by families in all areas of the survey. Staff continue to hand deliver surveys to families, with explanations provided about the importance of and value placed on their opinions and feedback. The responses received show families are overall very happy with the site and the services we offer.

Quality of Teaching & Learning
- 100% of parents agree or strongly agree their child receives high quality teaching at this preschool.
- 100% of parents agree or strongly agree teachers are enthusiastic in their teaching.
- 100% of parents agree or strongly agree teachers make learning interesting & enjoyable.
- 100% of parents agree or strongly agree the preschool has an excellent learning environment

Support of Learning
- 100% of parents agree or strongly agree teachers provide help & support when needed.
- 100% of parents agree or strongly agree the preschool provides a safe & secure environment.
- 100% of parents agree or strongly agree my child is happy at this pre-school this year.
- 100% of parents agree or strongly agree the preschool has information available about other support agencies within the community

Relationships & Communication
- 100% of parents agree or strongly agree they feel welcome at this pre-school.
- 100% of parents agree or strongly agree they feel comfortable to talk to teachers about children’s progress.
- 100% of parents agree or strongly agree they receive helpful information about my child’s progress & achievement.
- 100% of parents agree or strongly agree this preschool assists the development of my child’s personal & social skills

Leadership & Decision Making
- 100% of parents agree or strongly agree the pre-school is well organised & managed this year.
- 100% of parents agree or strongly agree the pre-school is always looking at ways to improve what it does.
- 100% of parents agree or strongly agree overall they are satisfied with the preschool’s planning.

Implications for 2015
- Ongoing challenges continue in Kindergartens with the ‘Same First Day’ enrolment process. In 2016 we will again need to elect a full new Governing Council at February’s AGM.
- Continue to encourage parent involvement at the centre by accessing feedback, providing opportunities with decision making processes, routine tasks and Governing Council membership.
- Continue to access Bi-Lingual Support, where possible, for families with languages other than English to engage in clear communication and feedback process.
- Continue to encourage a high return rate of over 50% for the annual Parent Opinion Survey

Parent Comments 2015:
- “I find the teaching standards to be fantastic and would recommend this site to other families”
- “This kindergarten has wonderful teachers that go out of their way to help”
- "My child has bonded extremely well with every teacher at this kindy. They have kept me up to date with every progress. I love the learning folders they have made so we can see what they do and get to know other family members also”.
- “The relationship between teacher and parent is fantastic. Teachers are always there to listen and give advice on matters concerning my child”.
- “I have always felt very welcomed at the kindy and have always been impressed about how well informed I am kept with any new information and one on one chats have always been welcome”
• “This kindy performs very highly thanks to fantastic staff members. I couldn’t ask for a better kindy to send my child to”
• “I’m so glad I changed pre-schools for my child. This kindy was better in many ways, but most of all I was able to talk to all teachers about any problem or situation and they were polite and also helped without being rude or judgmental. Thank you for this, made leaving my child there easier. I was comfortable she was safe & well looked after and if she had any problem she could go to any teacher. As a Mum that made it easier for me”
• “My child is extremely happy at Salisbury Park Kindy, I would highly recommend this kindy to anyone”

8. ACCOUNTABILITY

In 2015 we continued to ensure compliance with the DECD Relevant History Screening process. New applications were forwarded to the ‘Department of Community & Social Inclusion’ early in the year. Documentation includes full name of applicant, date and expiry of screening and screening number. Accurate records are kept which document screenings completed for all members of the kindergarten community including:

- Centre and support staff
- Relief staff
- Volunteers
- Regular private service providers
- Governing Council members
- Work Experience students
- Tertiary students on placements

Records are kept in a secure area and are available on request. Current processes ensure we continue to meet the positive 2014 DECD Site Audit findings.

9. FINANCIAL STATEMENT

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
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<td>1 Grants: State</td>
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<tr>
<td>2 Grants: Commonwealth</td>
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<tr>
<td>3 Parent Contributions</td>
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<tr>
<td>4 Other</td>
<td>$2,871</td>
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