We respectfully acknowledge the Peramangk people, the traditional custodians of the ancestral lands in the Angaston area.

Angaston Kindergarten
Annual Report
2013
Angaston Kindergarten

Preschool Number: 2601
Preschool Director: Steve Valentine
Region: Barossa

Angaston is a country town with a population of approximately 1,940 residents (2011 census) on the eastern edge of the Barossa Valley. Approximately half of the children attending Angaston Kindergarten come from out-lying areas including; Eden Valley, Keyneton, Light Pass, Moculta, Mt McKenzie, Penrice, Stockwell and Truro; these include children from farming properties. A number of families utilise the local Community Child Care Centre which drop off and pick up from our site. Many family members are employed within the wine industry in the Barossa Region.

Steve Valentine continued as acting director for the duration of 2013 while former Director Penny Causby took another year’s leave without pay. Catherine Butler joined our site as the .5 teacher and quickly became an integral part of the teaching team.

At Angaston Kindergarten we believe that all children have the right to reach their full potential as learners. We provide a child centered learning environment where children’s interests and natural curiosity become the template for learning and drives curriculum development and future learning experiences. We know that play is central to young children’s learning, and provides an authentic means for children to develop positive dispositions towards learning. We provide a highly engaging environment in which children have the opportunity to learn through play-based experiences while developing a strong sense of self and belonging.

We acknowledge the uniqueness of every child and family within our culturally diverse community, and commit to building our cultural competence within the kindergarten community and beyond.

We acknowledge Australia’s Aboriginal and Torres Strait Islander peoples and will celebrate and embed their cultural richness into the teaching and learning at our site. In particular, we respectfully acknowledge the traditional lands of the Peramangk people on which Angaston Kindergarten stands and strive to build our knowledge of and connection with Peramangk people past and present.

Quality Improvement Plan

During 2013 the staff team continued to participate in a rigorous process of unpacking each standard contained in the seven quality areas represented in the National Quality Framework. This process identified our strengths and areas for further improvement, and resulted in the development of a Quality Improvement Planning Book.

Evaluation of Targeted Areas for Improvement

QA1 Educational Program and Practice - Areas for further improvement included;

Develop a whole site approach to Literacy/Numeracy teaching and learning. With a shared understanding amongst staff team of language that supports learning in Literacy/Numeracy.

Evaluation
Staff undertook professional learning with the provider Primary Maths Association. Educators continue to embed mathematical language into children’s play to support understandings and challenge thinking. Intentional teaching in Literacy and Numeracy was a focus during Small Group Time.

Phonological Awareness (PA) - Staff/families understand the importance of PA for literacy success. PA is embedded in educators daily practice and supported by families at home.

Evaluation
Improvement in children’s Phonological Awareness (PA) was notable this year. Planned Intentional teaching, PA focus groups, development of a PA checklist and incidental opportunities to support children’s PA had a significant impact on learning. Two feeder schools contacted the kindergarten to comment on an apparent improvement in new children’s PA.
QA2 Children’s Health and Safety - Areas for further improvement included;

Improve Administering Medication Knowledge and Procedures

Evaluation
Staff team undertook medication training. Improved knowledge of procedures and documentation has resulted from this training. A locked medication cupboard was created in the kitchen for storing medications; improved templates for display were developed to identify individual children’s medical needs. DECD First Aid and Medication Pro-formas developed and stored accordingly.

Children are informed of safe and unsafe areas/spaces to be with/without an adult.

Evaluation
Small group time was utilised to intentionally teach keeping safe while at kindergarten. Visual supports were developed to further reinforce kindergarten rules and children’s rights and responsibilities.

QA3 Physical Environment - Areas for further improvement included;

Address blind areas for outside supervision

Evaluation
Significant ground works were undertaken using the 2013 maintenance grant of $12,000. The ground level to the western side of the outdoor area was raised 90cm, which made it possible to safely view children playing in the area. The privet hedge in front of the climbing tree was trimmed to allow educators to view the climbing tree and surround, while maintain a sense of enclosure for the children.

Some equipment needs a risk assessment for safety and good repair

Evaluation
An audit of the outdoor area and resources was carried out by the independent auditor Kid Safe. Recommendations highlighted in the Kids Safe report have been auctioned and monitored as necessary.

QA4 Staffing arrangements - Areas for further improvement included;

Philosophy statement to be completed

Evaluation
Staff, families and Governing Council collaborated to develop the site philosophy statement.

Educator-to-child ratios and qualification requirements are maintained at all times

Evaluation
Due to high numbers in sessions the site self-funded an additional ECW in the mornings above the warranted staffing. Procedures developed to ensure that educator-to-child ratios were maintained at 1:13 as children transitioned from in and outside play.

QA5 Relationships with children

Provide more opportunities for children to share their stories and ideas

Evaluation
The introduction of a Me Box has provided children with the opportunity to:
- Feel their family culture is valued
- Build self-esteem
- Develop their sense of belonging to the kindergarten community
- Develop confidence as a speaker & practice oral language skills.

Develop strategies to further support children’s resilience and self-regulation

Evaluation
The implementation of the Incredible Five Point Scale in conjunction with the book How Does Your Engine Run? had a profound and positive impact on individual children’s ability to self-regulate their emotions. The character Ricky Resilience associated with the You Can Do It behaviour education program reinforced strategies children could draw on to self-regulate emotional responses.

QA6 Collaborative partnerships with families and communities
Same First Day – Provide pre-entry sessions on a Friday (2 alternate groups)

**Evaluation**
Due to higher than expected enrolments it wasn’t possible to run regular pre-entry sessions for the 2014 starters. Instead, two *Play Dates* were organised toward the end of Term 4 for children and their parents. The sessions were highly successful and provided an opportunity for staff to communicate with families, build a rapport with children and observe individual children’s strengths and areas which may require further support.

**Improve staff / parent communication procedures**

**Evaluation**
The implementation of a parent communication system using *Sticky Notes* against the child’s name on the role has been highly successful. Parents were requested to wait until mat time was finished to speak with the educator written on the sticky note.

**QA7 Leadership and Service Management**

Appropriate governance arrangements are in place to manage the service.

**Evaluation**

Improvement of Governing Council procedures, documentation and decision making has been a site priority in 2013. DECD governing council policies and procedures were distributed to GC members to ensure a shared understanding of responsibilities and roles. The site constitution was reviewed by council and draft changes made and forwarded to DECD legal department for authorization of changes.

Adults working with children and those engaged in management of the service or residing on the premises are fit and proper.

**Evaluation**
A systematic system to ensure police checks for volunteers was implemented. A site induction for volunteers is still under development.

The Quality Improvement Planning Book remains a working document that staff, families and wider community have the opportunity to contribute to and will continue to inform our Quality Improvement Plan for 2014.

**Intervention and Support Programs**

The support funding we received during 2013 for children with speech/language and social/emotional additional needs had a positive impact on individual children’s learning success. We witnessed significant language and social/emotional milestones in children's development from the 1:1 support time we were able to provide. Notably, this support had a positive impact on children with Autism Spectrum Disorder ability to successfully transition to school.

**Behaviour Education** - The reinforcement of the core elements of the ‘You Can Do It’ learner wellbeing program during individual support time was highly valuable. The five elements that underpin the program; Getting Along, Organisation, Persistence, Confidence and Resilience, provides an age appropriate scaffold for children to develop positive strategies to help self-regulate their emotional response when experiencing *Big* emotions. We are confident that the important foundations introduced in the program will support children’s success as they transition to school.

**Speech and Language** - The children received a combination of; explicit 1:1 instruction, small group work, and support during self-directed play. Staff, parents and speech pathologist observed pleasing progress in most children’s speech and language development during their time at kindergarten.

**Learning Through Play** - Angaston Kindergarten hosted a two hour Learning Through Play Intervention Program on Monday afternoons coordinated by Tina Dunks (Early Childhood Intervention Consultant) from SA Health. The playgroup run by ECW Robyn Knights provides a range of support and guidance for parents of young children who have concerns about their child’s development.
ANGASTON KINDERGARTEN GOVERNING COUNCIL REPORT 2013

2013 has been a positive and successful year for Angaston Kindergarten. The return of Steve Valentine as Director of Teaching, allowed for a smooth progress into developing the finer points of the Administrative and Teaching requirements of the centre.

This year we welcomed Catherine Butler to the staffing team. Catherine, has settled in perfectly to our existing team of Steve, Sabina and Anne.

The Governing council would like to extend a special thank you for the involvement and participation from the Staff, Parents and local community in our fundraising endeavors.

Fundraising commenced with a bang, which was enjoyed by all even the children at our walkathon. The success continued throughout the year with, Movie night, sausage sizzles, the Angaston Christmas Street Party and much much more. Gratitude and thanks to our fundraising co-ordinator Jackie Klau, with assistance by Selena Grundel, for their tremendous efforts throughout the year. We simply could not have done it without you.

The challenges of 1 intake of children saw many changes towards the end of the year. I congratulate the staffing team on the tremendous efforts they have made in the restructuring of staffing requirements and continued commitment to their students, our children.

The Governing Council worked hard on many aspects of site management including; the Constitution, implementation of the Family support fund, restructuring of fees, Hot Weather Policy and the Commitment To Aboriginal and Torres Strait Islander Peoples-Action Plan. I’d like to take this opportunity to congratulate and thank the members of the Governing Council as their support and contributions have exceeded all expectations, in a year of so many changes.

We are looking forward to the challenges and successes of 2014 and wish the children all the best in the start of their educational journey.

Kind regards to all

Chari Arguijo

Chairperson

Angaston Kindergarten Governing Council
Student Data

Enrolments

Figure 1: Enrolments by Term

Total Enrolments 2011 - 2013

Please note: Enrolments for Term 3 and Term 4 2013 is not reported as it is not comparable with previous years due to the transition to the Same First Day enrolment policy for preschools.

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>2011</td>
<td>55</td>
<td>61</td>
<td>52</td>
<td>51</td>
</tr>
<tr>
<td>2012</td>
<td>43</td>
<td>50</td>
<td>45</td>
<td>48</td>
</tr>
<tr>
<td>2013</td>
<td>58</td>
<td>59</td>
<td>N/A</td>
<td>N/A</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.

Attendance

Figure 2: Attendance by Term

Attendance Percentages 2011 - 2013

Please note: Deemed attendance for Term 3 and Term 4 for 2013 for preschools is reported due to the transition to the Same First Day enrolment policy for preschools.
Table 2: Attendance Percentages 2011 - 2013

<table>
<thead>
<tr>
<th>Attendance Percentage</th>
<th>Year</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2011 Centre</td>
<td>90.9</td>
<td>88.5</td>
<td>90.4</td>
<td>90.2</td>
</tr>
<tr>
<td></td>
<td>2012 Centre</td>
<td>83.7</td>
<td>86.0</td>
<td>84.4</td>
<td>87.5</td>
</tr>
<tr>
<td></td>
<td>2013 Centre</td>
<td>91.4</td>
<td>89.8</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>2011 State</td>
<td>89.9</td>
<td>89.1</td>
<td>88.4</td>
<td>89.6</td>
</tr>
<tr>
<td></td>
<td>2012 State</td>
<td>87.4</td>
<td>85.9</td>
<td>84.5</td>
<td>85.5</td>
</tr>
<tr>
<td></td>
<td>2013 State</td>
<td>88.7</td>
<td>88.0</td>
<td>N/A</td>
<td>N/A</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 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

Attendance at Angaston Kindergarten improved during 2013 compared with the previous two years. As part of the Barossa Regional Plan to improve attendance in 2013 we implemented several strategies including; phoning parent/s for reason of absence, communicating the importance of regular attendance at parent information nights, and providing families with research on the negative impact irregular attendance on learning and development.

Feeder Schools

Table 3: Feeder School Percentage Data 2011 - 2013

<table>
<thead>
<tr>
<th>Feeder Schools</th>
<th>Site number - Name</th>
<th>Type</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0205 - Keyneton Primary School</td>
<td>Govt.</td>
<td>8.2</td>
<td>7.9</td>
<td>15.9</td>
</tr>
<tr>
<td></td>
<td>0223 - Light Pass Primary School</td>
<td>Govt.</td>
<td>4.2</td>
<td>2.3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>0242 - Angaston Primary School</td>
<td>Govt.</td>
<td>66.6</td>
<td>65.8</td>
<td>50.0</td>
</tr>
<tr>
<td></td>
<td>0408 - Springton Primary School</td>
<td>Govt.</td>
<td>2.6</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>0442 - Truro Primary School</td>
<td>Govt.</td>
<td></td>
<td></td>
<td>4.6</td>
</tr>
<tr>
<td></td>
<td>9093 - Good Shepherd Luth Sch - Angaston</td>
<td>Non-Govt.</td>
<td>20.8</td>
<td>15.8</td>
<td>22.7</td>
</tr>
<tr>
<td></td>
<td>9099 - Redeemer Lutheran School</td>
<td>Non-Govt.</td>
<td>7.9</td>
<td>4.6</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td></td>
<td>99.8</td>
<td>100.0</td>
<td>100.1</td>
</tr>
</tbody>
</table>

Based on the percent of children currently enrolled who will attend school in the following year, where the expected school is known. Due to rounding totals may not add up to 100%. Source: Term 3 Preschool Data Collection, Data Management and Information Systems

Angaston Kindergarten has a collaborative relationship with Angaston Primary School (APS). The junior primary classes regularly visited the kindergarten to perform assembly items, participate in shared learning experiences or join in play. This partnership helps support the development of positive relationships with teachers and students and a sense of connectedness to the primary school community.
A site priority for 2013 has been to develop closer relationships with feeder schools in the wider Barossa Region. This initiative has included meeting with teachers and leadership to discuss individual children’s learning and progress and inviting school representatives to visit our site to meet future students to better support children’s transition to school.

Families accessing nearby Independent schools have expressed the importance of religious education for their child. Many of these families already have siblings currently enrolled in these schools. The broad range of other feeder schools reflects the absence of local preschools in these smaller outlying communities.

Client Opinion

DECD Parent Opinion Survey 2013 - Aggregation of Preschool Survey Responses

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>0%</td>
<td>29%</td>
<td>71%</td>
<td>28</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>0%</td>
<td>36%</td>
<td>64%</td>
<td>28</td>
</tr>
<tr>
<td>3</td>
<td>This preschool has the expectation that children will learn.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>33%</td>
<td>67%</td>
<td>27</td>
</tr>
<tr>
<td>4</td>
<td>Teachers are enthusiastic in their teaching.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>14%</td>
<td>86%</td>
<td>28</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>0%</td>
<td>22%</td>
<td>78%</td>
<td>27</td>
</tr>
<tr>
<td>6</td>
<td>My child’s teachers clearly inform me about the learning program.</td>
<td>0%</td>
<td>14%</td>
<td>0%</td>
<td>29%</td>
<td>57%</td>
<td>28</td>
</tr>
<tr>
<td>7</td>
<td>My child’s teachers make learning interesting and enjoyable.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>21%</td>
<td>79%</td>
<td>28</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>0%</td>
<td>29%</td>
<td>71%</td>
<td>28</td>
</tr>
<tr>
<td>9</td>
<td>The preschool has an excellent learning environment.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>21%</td>
<td>79%</td>
<td>28</td>
</tr>
</tbody>
</table>

Parent Comment

- “The teaching and learning are about (sic) exceptional. The teachers are very welcoming and are very encouraging to both parents and children. Always offering to talk to parents if there is an issue, compared to other kindergartens in the area, everything here is above and beyond.”

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>32%</td>
<td>68%</td>
<td>28</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>36%</td>
<td>64%</td>
<td>28</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>4%</td>
<td>30%</td>
<td>67%</td>
<td>27</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>18%</td>
<td>82%</td>
<td>28</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>11%</td>
<td>22%</td>
<td>67%</td>
<td>27</td>
</tr>
<tr>
<td>6</td>
<td>The preschool changes its programs and activities to improve student achievement.</td>
<td>0%</td>
<td>11%</td>
<td>0%</td>
<td>22%</td>
<td>67%</td>
<td>27</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>29%</td>
<td>71%</td>
<td>28</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>21%</td>
<td>79%</td>
<td>28</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>14%</td>
<td>86%</td>
<td>28</td>
</tr>
<tr>
<td>10</td>
<td>Children have enough materials and resources for their learning.</td>
<td>0%</td>
<td>0%</td>
<td>4%</td>
<td>25%</td>
<td>71%</td>
<td>28</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>4%</td>
<td>50%</td>
<td>46%</td>
<td>26</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>29%</td>
<td>71%</td>
<td>28</td>
</tr>
</tbody>
</table>

Parent Comments

- “My child feels very comfortable to be able to talk to the teachers about anything”
- “My child feels like he is family at kindy, it is a wonderful environment.”
- “Fantastic support. Couldn’t ask for better!”
- “My child has needed extra support to settle into kindy and staff have gone over and beyond to help my child with this!”
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>19%</td>
<td>81%</td>
<td>27</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>33%</td>
<td>67%</td>
<td>27</td>
</tr>
<tr>
<td>3</td>
<td>I am comfortable about approaching my child's teachers to talk about his/her progress.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>22%</td>
<td>78%</td>
<td>27</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>26%</td>
<td>59%</td>
<td>27</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>15%</td>
<td>26%</td>
<td>59%</td>
<td>27</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>26%</td>
<td>74%</td>
<td>27</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>7%</td>
<td>22%</td>
<td>70%</td>
<td>27</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>19%</td>
<td>37%</td>
<td>44%</td>
<td>27</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>7%</td>
<td>33%</td>
<td>59%</td>
<td>27</td>
</tr>
<tr>
<td>10</td>
<td>I am well informed about preschool activities.</td>
<td>0%</td>
<td>0%</td>
<td>7%</td>
<td>30%</td>
<td>63%</td>
<td>27</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>26%</td>
<td>74%</td>
<td>27</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>33%</td>
<td>67%</td>
<td>27</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>11%</td>
<td>30%</td>
<td>59%</td>
<td>27</td>
</tr>
</tbody>
</table>

Parent Comment

- “All the teachers take time to let me know how my child is going and always inform me of anything special or rewarding he has done during the day.”

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>41%</td>
<td>59%</td>
<td>27</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>23%</td>
<td>77%</td>
<td>28</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>26%</td>
<td>74%</td>
<td>27</td>
</tr>
<tr>
<td>4</td>
<td>The preschool seeks parents' opinions about educational programs.</td>
<td>0%</td>
<td>4%</td>
<td>8%</td>
<td>35%</td>
<td>54%</td>
<td>26</td>
</tr>
<tr>
<td>5</td>
<td>I am given the opportunity to be involved in the preschool's educational activities.</td>
<td>0%</td>
<td>0%</td>
<td>11%</td>
<td>30%</td>
<td>59%</td>
<td>27</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>26%</td>
<td>70%</td>
<td>27</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>8%</td>
<td>35%</td>
<td>59%</td>
<td>28</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>4%</td>
<td>56%</td>
<td>27</td>
</tr>
<tr>
<td>9</td>
<td>The preschool includes parents and community in decision making.</td>
<td>0%</td>
<td>0%</td>
<td>7%</td>
<td>37%</td>
<td>56%</td>
<td>27</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>30%</td>
<td>70%</td>
<td>27</td>
</tr>
</tbody>
</table>

Parent Comments

- “Steve has been a fantastic leader. There is a strong sense of order and purpose to the kindy. The children flourish with such structure, acceptance and love. Its (sic) just fantastic!”
- “More parents need to be involved in Governing Council”.

Additional Comments

- “Angaston Kindy is a fantastic facility and all the staff are doing an amazing job”
- “Angaston Kindergarten has a wonderful, caring, interesting feel. The teachers and the Director have shown so much passion in what they do, and this is reflected in the children's learning and development. Thank you.”
- “I could'n find any better!”
- “We couldn't be happier with the services provided by Angaston Kindy!!!”
## Financial Statement

### Angaston Kindergarten 2013

#### Income by Funding Source

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Contributions</td>
<td>$32,594.00</td>
</tr>
<tr>
<td>RES</td>
<td>$294,261.24</td>
</tr>
<tr>
<td>Grants</td>
<td>$17,801.50</td>
</tr>
<tr>
<td>Site Funded</td>
<td>$2,851.52</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$347,508.26</strong></td>
</tr>
</tbody>
</table>

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*Endorsed by Governing Council February 2014*

**Governing Council Chair:** Rosario Arguijo  
**Director:** Steve Valentine