Modbury North Kindergarten Annual Report 2015

“I don’t think I can find any better teachers, staff or kindergarten anywhere else for …” (Parent comment 2015)
1. CONTEXT

**Preschool Name:** Modbury North Kindergarten  
**Preschool Number:** 4635  
**Preschool Director:** Mrs Rachel Eberhard  
**Partnership:** Modbury

The Modbury North Kindergarten is a stand-alone Kindergarten, located approximately 16kms North East of the CBD. The Department of Education and Child Development (DECD) lease the site from the Tea Tree Gully Council.

Families come to the Modbury North Kindergarten for a range of reasons; the flexible session times offered, they (or their children’s caregivers) live in the local area, they are planning to send their children to schools in the local area or because of recommendations from friends and family. The majority of children and their families are Anglo/Australian with a small percentage of families with English as an additional language, mainly Asian and Arabic cultures. We also have a small percentage of Aboriginal and Torres Strait Islander families.

In January 2015, after 15 years of being the Director at the Modbury North Kindergarten, Andy Fey retired. Rachel Eberhard became the new Director. The 2015 staff team comprised of:

- Teaching staff – Rachel Eberhard, Brenda Carson, Stephanie Meehan
- ECW’s, support and lunch care staff – Sonya Richards, Corina Ramsay, Amanda Josephs, Abbey Copeland, Jane Bussenschutt, Renae Walker, Wendy Janetzki and Michelle Furlan.

The Modbury North Kindergarten has a capacity of 45 children per session. We run 10 sessions per week with opportunities for families to access a combination of half and full days. We began Term 1 with 78 students and finished the year with 82 students.

2. REPORT FROM GOVERNING COUNCIL

There were 6 regular members on this year’s Governing Council. Meetings were informal and friendly and gave members a chance to get to know each other. It was also an opportunity to learn more about the Kindergarten and make decisions.

The Governing Council year began with the AGM and a presentation about children’s learning.

This year, the Governing Council assisted with the following fundraisers and community events:

- Art Show
- Obstacle-a-thon
- Pie Drive
- Book Week

The meetings included the following achievements:

- Discussing, making suggestions to and approving new Kindergarten policies
- Learning about the Quality Improvement Plan and the National Quality Standards
- Approving closure days
- Discussing and approving Kindy fees for 2016

One member was on the panel to choose the Director for the next 5 years.
Some of our 2015 highlights include:
- Gardening, composting and developing a worm farm using funds gained through a Coles Junior Landcare Grant
- Developing and using a recycling bin system
- Community events
  - Obstacle-a-thon
  - Art Show
  - Graduations, including a photo slide show depicting children's learning and a family afternoon tea
  - Family night picnic and Christmas concert with Max and Molly
- Little Athletics
- SunSmart show
- Became a Cancer Council SunSmart Centre
- Learning Poi dancing from a Mum
- Excursions
  - The Train Museum
  - Urrbrae High School Farm
  - Patch Theatre – The Moon’s a Balloon
- Making bread and butter
- Book Week – dressing up for the week and focusing on many book based experiences
- Students and staff from 2 main feeder schools visited the Kindergarten
  - East Para Primary school
    - school leaders and Kindergarten students played together
    - Choir and music performance
  - Good Shepherd Lutheran school
    - school students spent time with Kindergarten students as part of their community involvement
- Brenda and Rachel visited students at 16 different schools during transition visits
- Visits to the local playground
- Introduction of many musical instruments by Stephanie
- Termly Child and Youth Health Checks
- Podiatrists checked children’s feet and footwear
Annual Report 2015

4. QUALITY IMPROVEMENT PLAN

At the beginning of 2015, staff identified several areas that we needed to focus on during 2015. Below are our goals and achievements for 2015 in each of the National Quality Standard areas.

<table>
<thead>
<tr>
<th>QUALITY AREA 1</th>
<th>What we wanted to achieve: To develop a planning cycle, environment and practices which maximise every child’s learning, wellbeing and development</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Related quality areas and elements: 1.1.1, 1.1.3, 1.1.4, 1.2, 1.2.3, 4.1, 4.2, 6.2, 7.2</td>
</tr>
</tbody>
</table>

Our achievements:
- A new planning cycle was developed and trialled – all teaching staff have participated in planning cycle
- We began to have conversations at the end of the day – need to become more regular and focus more on the EYLF and QIP
- A new outdoor trolley for outside activities
- A new shelf for writing area – stocked with a range of resources for children’s choice (staplers, hole punches, variety of paper, textas etc)
- A range of resources now stored with wooden blocks for children’s choice
- Wooden stumps have been donated for nature/loose parts play
- Tyres, rope, planks used for loose parts play outside
- Statements of learning include a where to from here section for each child in Term 1
- Five staff attended literacy and numeracy indicator familiarisation session
- Numeracy display for families and staff
- Joint inside/outside time was trialled, then became part of the everyday routine
- Floor book was on going for whole year with lots of child involvement. It was regularly viewed by families
- Added parent comment section to statement of learning and parent comment page in portfolio (unfortunately this format of feedback was not used by families)
- Portfolios were moved into the main playroom so children, staff and families could access them at all times

<table>
<thead>
<tr>
<th>QUALITY AREAS 1, 2, 3, 4, 5, 6, 7</th>
<th>What we wanted to achieve: We want to ensure that the Modbury North Kindergarten has policies, systems and procedures to ensure the health and safety of every child as well as consistency amongst staff.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Related quality areas and elements: 1.1.1, 2.2.1, 2.3.2, 2.3.3, 3.1.2, 4.1.1, 4.2.1, 4.2.2, 5.2.2, 6.1.2, 6.1.3, 7.1.2</td>
</tr>
</tbody>
</table>

Our achievements:
- The evacuation and invacuation procedures were trialled, tested, evaluated and redeveloped. The new procedures were practised each term
- Children were involved in assessing risks at Kindergarten
- DCSI checks were completed for all Governing Council members, cleaners and maintenance person as well as other parent volunteers
- A new First Aid kit was purchased and restocked. Another small First Aid kit was developed for outdoor use
- Kindergarten policies were developed and approved by Governing Council – Sunsmart, Heat, Food and Behaviour
- New policies are displayed on the website
- Medication was checked on a regular basis to ensure it was current
- Developed family information booklet for 2016, with information about policies included
- Boxes were made for each child’s medicine with their picture on the front and medical plan inside
- Medical/health/food plans displayed for staff

<table>
<thead>
<tr>
<th>QUALITY AREA 3</th>
<th>What we wanted to achieve: To establish practices that support children and the Kindergarten to contribute to a more sustainable, natural environment.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Related quality areas and elements: 3.3.1, 3.3.2</td>
</tr>
</tbody>
</table>

Our achievements:
- Achieved a Coles/Landcare grant for recycling bins, worm farm, compost bin, vegetable garden
- Purchased new colour coded recycling bins, worm farms for garden beds, worm farm, compost bin, vegetable seeds and seedlings
- Vegetables and herbs were planted with the children, observed, picked and eaten
- Compost and worm farms set up and used
- Children were taught which bins to use for which rubbish using games, songs and discussions through everyday practice
- Children cut up food scraps for worms and compost
- First week of using new bins – did not fill the red rubbish bins for the first time
Purchased 2 new large books on recycling and sustainability
Spare dirt from garden grant was used as a digging patch

QUALITY AREA 6
What we wanted to achieve: To work with families, sharing up to date knowledge and information about the Modbury North Kindergarten and children’s learning and development
Related quality areas and elements: 1.1.4, 6.1.1, 6.1.2, 6.1.3, 6.2.1

Our achievements:
- An information session about children's learning and development was presented at the AGM
- Correct session times are on now on website and sign on outside of building
- Children’s portfolios were moved into main playroom for families to access at any time
- Statements of Learning were handed to parents and discussed in terms 2, 3 and 4
- Informal discussions held daily with families
- Website updated with policies and QIP
- Developed a parent information book and gave to all 2016 families
- QIP goals were on display for families
- Volunteer brochure was developed and put in all new information packs for families
- A parent information folder has been developed. More information will be added

QUALITY AREA 6
What we wanted to achieve: To ensure consistency and improvement across the Modbury Partnership by focusing on continuity of learning, intellectual stretch and executive functioning
Related quality areas and elements: 1.1.1, 4.2.2, 6.3.2

Our achievements:
- All regular staff attended a training session by Martin Westwell about Executive Functions and Intellectual Stretch
- Staff developed stop and think skills in children
- Staff attended a training day with staff from other kindergartens and schools about Intellectual Stretch. Brenda and Rachel attended a follow up session. Staff reflected on the types of questions they ask children.
- Numeracy Indicator display developed for staff and family learning
- Many informal staff discussions about what children are learning
- Staff attended literacy and numeracy indicator training

QUALITY AREA 7
What we wanted to achieve: To provide effective leadership that ensures continuous improvement of the Modbury North Kindergarten's operation and staff capacity
Related quality areas and elements: 4.2.1, 4.2.2, 7.1.2, 7.2.2

- Regular staff completed Professional Development Plans
- One staff member (ECW) received 0.5 permanency – consistency in staff
- One staff member (ECW) completed her Certificate 3 in Children's Services
- A staff induction folder was developed
- Support staff attended Speech and Language training
- First Aid training was organised for staff from Modbury North Kindergarten as well as 14 other Kindergarten staff from nearby centres
- Staff given opportunities to attend other training and complete online training

Future Planning
Towards the end of Term 4, staff evaluated our 2015 Quality Improvement Plan as well as the National Quality Standard Areas to highlight areas of improvement for our 2016 Quality Improvement Plan. Some of our 2015 goals will be continued in 2016 to further improve them.

Staff attended the Literacy and Numeracy Indicator familiarisation session held by Pam Lutze (Early Childhood Leader). We are hoping that more training will become available in 2016 for further development. Week 0 discussions about the indicators will also occur.
5. INTERVENTION AND SUPPORT PROGRAMS

Preschool Support
- We worked with the Disability Support Coordinator, Speech Pathologist and Psychologist to provide Preschool Support for 11 children with additional needs in 2015 (approximately 14% of all children).
  - All of the children received support for speech and/or language difficulties.
  - Three children also received support for disability or behaviour, of which 1 relocated interstate during the year.
  - A private speech pathologist and Autism SA Occupational Therapist provided support for a child at Kindergarten.
- Staff who provide Speech and Language Support attended training run by DECD Speech Pathologists, to increase their knowledge and skills, and improve student outcomes.
- All children made improvements, with 2 of the children making such significant Speech improvements that they did not require speech support during the latter part of the year.
- Meetings and discussions were held with a school, parents and outside services to ensure a smooth transition for 2 students with Additional Needs.
- In the second half of 2015, we supported one child in her Early Entry to Kindergarten and provided extra transition sessions for a further 3 children.

Bi-lingual Support
- Ten children had English as an Additional Language in 2015.
- Three of these children had very little English when they began Kindergarten. One of these children relocated interstate during the year and the other 2 children were speaking in sentences and engaging in reciprocal conversations with staff and their peers by the end of the year.
- Due to the ten children having 10 different languages, and no bilingual staff with the language of the child who presented with the greatest language need, we employed an English speaking staff member to support children in building their English vocabulary.

Aboriginal and Torres Strait Islander Children
- Eight Aboriginal children attended Modbury North Kindergarten during the 2015 year. Three of the children were in their Early Entry Year and the other 5 children were in their eligible year.
- An Individual Learning Plan was developed for all Aboriginal children, in conjunction with their families.
- An Aboriginal ECW is developing Literacy Packs for Aboriginal families to borrow.

6. STUDENT DATA

6.1 Enrolments

Figure 1: Enrolments by Term

![Total Enrolments 2013 - 2015](image-url)
### 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>73</td>
<td>73</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td>78</td>
<td>76</td>
<td>79</td>
<td>80</td>
</tr>
<tr>
<td>2015</td>
<td>78</td>
<td>78</td>
<td>81</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

- Our numbers have stayed steady since beginning the Single Intake in 2014
- New enrolments occurred throughout the year as families relocated into the area or chose to send their children to Kindergarten as well as/instead of Childcare.
- During the year, 2 children moved overseas, 1 moved interstate and 3 left due to changes in family circumstances.

### 6.2 Attendance

#### Figure 2: Attendance by Term

#### Table 2: Attendance Percentages 2013 - 2015

<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>2013 Centre</td>
<td>89.0</td>
<td>90.4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014 Centre</td>
<td>92.3</td>
<td>90.8</td>
<td>82.3</td>
<td>87.5</td>
<td></td>
</tr>
<tr>
<td>2015 Centre</td>
<td>83.3</td>
<td>93.6</td>
<td>91.4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2013 State</td>
<td>88.7</td>
<td>88.0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014 State</td>
<td>90.0</td>
<td>88.9</td>
<td>86.1</td>
<td>87.1</td>
<td></td>
</tr>
<tr>
<td>2015 State</td>
<td>90.5</td>
<td>88.5</td>
<td>86.3</td>
<td></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

- Attendance is generally high at the Modbury North Kindergarten due to the session flexibility that is offered to families.
- Illness and family vacations were the main reasons for absenteeism in 2015.
- The weather and illness impacted Term 1 attendance figures.
### Feeder School Percentage Data

#### Table 3: Feeder School Percentage Data 2013 - 2015

<table>
<thead>
<tr>
<th>Feeder Schools</th>
<th>Type</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>1162 – Ingle Farm Primary School</td>
<td>Govt.</td>
<td>1.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0533 - Wynn Vale R-7 School</td>
<td>Govt.</td>
<td>1.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0596 - Highbury Primary School</td>
<td>Govt.</td>
<td>1.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1043 - East Marden Primary School</td>
<td>Govt.</td>
<td>1.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1134 - East Para Primary School</td>
<td>Govt.</td>
<td>31.0</td>
<td>33.3</td>
<td>33.3</td>
</tr>
<tr>
<td>1210 - Modbury West School</td>
<td>Govt.</td>
<td>20.7</td>
<td>16.7</td>
<td>21.8</td>
</tr>
<tr>
<td>1430 - The Heights School</td>
<td>Govt.</td>
<td></td>
<td></td>
<td>2.6</td>
</tr>
<tr>
<td>1847 - Keithcot Farm Primary School</td>
<td>Govt.</td>
<td>1.7</td>
<td></td>
<td>3.9</td>
</tr>
<tr>
<td>1858 - Greenwith Primary School</td>
<td>Govt.</td>
<td></td>
<td></td>
<td>1.3</td>
</tr>
<tr>
<td>8006 - St Francis Xavier’s Regionl Cath Sch</td>
<td>Non-Govt.</td>
<td></td>
<td>6.1</td>
<td>1.3</td>
</tr>
<tr>
<td>8027 - Pedare Christian College Junior Sch</td>
<td>Non-Govt.</td>
<td></td>
<td>1.7</td>
<td></td>
</tr>
<tr>
<td>8032 - Cedar College</td>
<td>Non-Govt.</td>
<td>1.5</td>
<td>1.3</td>
<td></td>
</tr>
<tr>
<td>8385 - Saint David’s Parish School</td>
<td>Non-Govt.</td>
<td>1.7</td>
<td>1.5</td>
<td></td>
</tr>
<tr>
<td>8411 - Torrens Valley Christian School</td>
<td>Non-Govt.</td>
<td>1.5</td>
<td>1.3</td>
<td></td>
</tr>
<tr>
<td>8419 - Good Shepherd Luth Sch - Para Vista</td>
<td>Non-Govt.</td>
<td>24.1</td>
<td>24.2</td>
<td>19.2</td>
</tr>
<tr>
<td>8421 - King’s Baptist Grammar School</td>
<td>Non-Govt.</td>
<td>3.0</td>
<td>2.6</td>
<td></td>
</tr>
<tr>
<td>8424 - Bethany Christian School Inc</td>
<td>Non-Govt.</td>
<td></td>
<td></td>
<td>1.3</td>
</tr>
<tr>
<td>8439 - Tyndale Christian School</td>
<td>Non-Govt.</td>
<td>3.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8500 - Islamic College of South Australia</td>
<td>Non-Govt.</td>
<td>1.7</td>
<td>1.5</td>
<td></td>
</tr>
<tr>
<td>9088 - St Pius X School</td>
<td>Non-Govt.</td>
<td>1.7</td>
<td>1.3</td>
<td></td>
</tr>
<tr>
<td>9115 - Prescott Primary Northern</td>
<td>Non-Govt.</td>
<td>13.8</td>
<td>6.1</td>
<td>3.9</td>
</tr>
<tr>
<td>9402 - Sunrise Christian School</td>
<td>Non-Govt.</td>
<td></td>
<td></td>
<td>1.3</td>
</tr>
<tr>
<td>9757 - Our Lady of Hope School</td>
<td>Non-Govt.</td>
<td>1.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>99.8</td>
<td>99.9</td>
<td>100.3</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%.


- 78 children transitioned to 8 Government and 9 Non-Government schools this year. 67% transitioned Government schools and 33% of students to Non-Government schools.
- The number of feeder schools has increased over the last 3 years; 17 this year, 12 in 2014 and 10 in 2013.
- East Para Primary School, Modbury West School and Good Shepherd Lutheran School have continued to be the main feeder schools for the last 3 years, with 74% of children transitioning to these 3 schools.
- The large number of transition schools makes it difficult to support children in their transition to school, however teaching staff attended one transition visit to each school (16 in total) that offered transition visits for their students. Students and parents were grateful and felt at ease knowing that we were at a school transition. We supported many students in saying goodbye to their parents at the beginning of the session.
7. CLIENT OPINION

- The parent opinion survey was distributed in paper form to all families in Term 4, 2015
- Of the 79 families, 23 responses were received (approximately 29%)
- Results were pleasing, with the 95% of responses in the agree and strongly agree columns and no responses disagreeing with the statements
- Responses to the Leadership and Decision Making section were left blank on one survey response

General comments from families:
- “Keep up the wonderful job you do, … is my 3rd child to attend this Kindy and we love it!”
- “Thanks for an enjoyable Kindy year. … has had a ball.”

Where to from here:
- Responses suggest that the Kindergarten needs to provide more information about curriculum to families and increase ways for parents to give input into educational decisions
  - In 2016, we will focus on visuals in documenting curriculum for families, explore new ways to seek parent input and find ways to let parents know that we use information they share with us about their children in our planning

Quality of Teaching and Learning
**Family Comments:**

- “Teachers have a great understanding that all children have different learning patterns and learn and progress in different ways/ times."
- “I would have like to have been spoken to more about what my child is learning about & if they are ready for school.”
- “… love’s Kindie, He has really developed this year and we have seen a little boy develop in many ways. A big THANK YOU to all the staff.”
- “best teaching method”
- “We couldn’t be happier with the support and encouragement … has been given and how your program has helped her develop in the last year. We can’t thank you all enough.”
- “I am very happy.”
- “Nil – you’ve done a great job.”

**Support of Learning**

<table>
<thead>
<tr>
<th>Statement</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>My child is motivated to learn at the Modbury North Kindy</td>
<td>1 0% 0% 4% 43% 53% 23</td>
</tr>
<tr>
<td>My child’s teachers provide help and support when it is needed</td>
<td>2 0% 0% 0% 43% 57% 23</td>
</tr>
<tr>
<td>My child has access to quality materials and resources that help him/her to learn</td>
<td>3 0% 0% 0% 39% 61% 23</td>
</tr>
<tr>
<td>My child is happy at Kindy this year</td>
<td>4 0% 0% 9% 17% 74% 23</td>
</tr>
<tr>
<td>My child would receive support any special needs he/she had</td>
<td>5 0% 0% 9% 35% 56% 23</td>
</tr>
<tr>
<td>The Kindy changes its programs and activities to improve student achievement</td>
<td>6 0% 0% 9% 39% 52% 23</td>
</tr>
<tr>
<td>Teachers at the Modbury North Kindy treat my child fairly</td>
<td>7 0% 0% 0% 17% 83% 23</td>
</tr>
<tr>
<td>Children know how they are expected to behave at Kindy</td>
<td>8 0% 0% 0% 26% 74% 23</td>
</tr>
<tr>
<td>The Modbury North Kindy provides a safe and secure environment</td>
<td>9 0% 0% 0% 30% 70% 23</td>
</tr>
<tr>
<td>Children have enough materials and resources for their learning</td>
<td>10 0% 0% 4% 39% 57% 23</td>
</tr>
<tr>
<td>This Kindy has information available about other support agencies within the community</td>
<td>11 0% 0% 13% 30% 57% 23</td>
</tr>
<tr>
<td>The Modbury North Kindy encourages children to have a sense of pride in their achievement</td>
<td>12 0% 0% 0% 26% 74% 23</td>
</tr>
</tbody>
</table>

**Family Comments:**

- “Very encouraging and supportive staff. … has thoroughly enjoyed his year at Modbury North Kindergarten! Thank you to everyone.”
- “The Kindy work effectively at seeking need of kids/support for improvement of kindy and students.”
- “In my experience and time at Modbury north, I believe Each child is supported and teachers structure each child’s learning in line with their ability, while encouraging individuals to challenge themselves and continue to grow.”
## Relationships and Communication

### Statement Responses

<table>
<thead>
<tr>
<th>Statement</th>
<th>No</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>I feel welcome at the Modbury North Kindy</td>
<td>1</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>9%</td>
<td>91%</td>
<td>23</td>
</tr>
<tr>
<td>This Kindy assists the development of my child's personal and social skills</td>
<td>2</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>30%</td>
<td>70%</td>
<td>22</td>
</tr>
<tr>
<td>I am comfortable about approaching my child's teachers to talk about his/her progress</td>
<td>3</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>13%</td>
<td>87%</td>
<td>23</td>
</tr>
<tr>
<td>I am given opportunities to have a say in matters about this Kindy</td>
<td>4</td>
<td>0%</td>
<td>0%</td>
<td>9%</td>
<td>39%</td>
<td>52%</td>
<td>23</td>
</tr>
<tr>
<td>There is a broad variety of communications that inform me about the Modbury North Kindy</td>
<td>5</td>
<td>0%</td>
<td>0%</td>
<td>13%</td>
<td>43%</td>
<td>44%</td>
<td>23</td>
</tr>
<tr>
<td>Children from all backgrounds and cultures are treated fairly at this Kindy</td>
<td>6</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>30%</td>
<td>70%</td>
<td>23</td>
</tr>
<tr>
<td>The staff always listen to what I have to say about my child's developmental needs</td>
<td>7</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>26%</td>
<td>74%</td>
<td>23</td>
</tr>
<tr>
<td>I receive helpful information about my child's progress and achievement</td>
<td>8</td>
<td>0%</td>
<td>0%</td>
<td>9%</td>
<td>26%</td>
<td>65%</td>
<td>23</td>
</tr>
<tr>
<td>The Modbury North Kindy provides opportunities to discuss my child's progress</td>
<td>9</td>
<td>0%</td>
<td>0%</td>
<td>13%</td>
<td>22%</td>
<td>65%</td>
<td>23</td>
</tr>
<tr>
<td>I am well informed about Kindy activities</td>
<td>10</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>43%</td>
<td>57%</td>
<td>23</td>
</tr>
<tr>
<td>I believe that if I have concerns or suggestions, the Kindy would respond appropriately</td>
<td>11</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>22%</td>
<td>78%</td>
<td>23</td>
</tr>
<tr>
<td>I am encouraged to be involved in the Kindy in all kinds of ways</td>
<td>12</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>35%</td>
<td>65%</td>
<td>23</td>
</tr>
<tr>
<td>Teachers let me know how well my child is doing</td>
<td>13</td>
<td>0%</td>
<td>0%</td>
<td>9%</td>
<td>26%</td>
<td>65%</td>
<td>23</td>
</tr>
</tbody>
</table>

### Family Comments:

- “Have had no issues, but would feel more than comfortable approaching any of the staff and believe I’d get a supportive response.”
- “Outside of being on the committee, not much opportunity to have say in Kindy matters in a formal sense – granted though I’m not sure how you’d easily change this.”
- “Parents are well informed about any decision and free to approach for any communication and improvement about their children. Thank you.”
- “I am extremely pleased how well staff communicate in regards to my child’s learning and they are very approachable if I wish to ask anything.”
Annual Report 2015

Leadership and Decision Making

Statement No | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree | Responses
---|---|---|---|---|---|---
This Kindy is well organised this year | 1 | 0% | 0% | 4% | 45% | 51% | 22
I have confidence in how the Kindy is managed | 2 | 0% | 0% | 0% | 29% | 71% | 22
I believe there is effective educational leadership within this Kindy | 3 | 0% | 0% | 0% | 36% | 64% | 22
The Modbury North Kindy seeks parents’ opinions about educational programs | 4 | 0% | 0% | 18% | 55% | 27% | 22
I am given the opportunity to be involved in the Kindy’s educational activities | 5 | 0% | 0% | 9% | 32% | 59% | 22
The Kindy is always looking for ways to improve what it does | 6 | 0% | 0% | 9% | 41% | 50% | 22
Parents are invited to participate in decisions about their child’s education | 7 | 0% | 0% | 9% | 22% | 69% | 22
Parents have the opportunity to be involved in the development of Kindy plans through the Governing Council | 8 | 0% | 0% | 0% | 36% | 64% | 22
The Kindy includes parents and community in decision making | 9 | 0% | 0% | 10% | 43% | 47% | 21
Overall, I am satisfied with the Kindy’s planning | 10 | 0% | 0% | 4% | 18% | 78% | 22

Family Comments:
- “The leadership and planning are great in this Kindy, they give opportunity for parents to be involved in development of plan even decision making. Thanks.”
- “I have found the Kindy to give parents plenty of opportunity to be involved in Kindy activities and/or development plans. Being on Governing Council has been an enjoyable learning experience for me also.”
- “Same comment as previous - Outside of the Governing Council/committee, no other easy way to have an influence on specific items above.”
- “Plenty of information coming out in newsletters and flyers for extra things. Also staff remind us which is great. A brilliant team you have there.”

8. ACCOUNTABILITY

Staff, volunteers, third party providers, student teachers and work experience students are informed of the need to have a current Department of Communities and Social Inclusion (DCSI) Child-related history screening completed and approved.

In 2015, DCSI child-related screenings were organised, obtained and recorded for:
- All Governing Council members
- ECW staff
- Student teachers and work experience students
- Third party providers
- Parent volunteers

Hard copies of approvals are stored in the office and a spreadsheet overview is kept on the computer.

Clearances for teachers are completed through the Teacher’s Registration Board.
Clearances were organised for Governing Council members after the AGM, but clearances took time to complete, meaning that there were implications for the number of active Governing Council members during the first term. To try and alleviate some of these issues, a new volunteering brochure was developed during 2015 and given to all new 2016 families at the time of enrolment. One new 2016 parent has already had her DCSI clearance approved.

9. FINANCIAL STATEMENT

The Financial Statement for 2015 is attached.