



# Stirling District Annual Report 2014



Government of South Australia  
Department for Education and  
Child Development



Government of South Australia  
Department for Education and  
Child Development

## 1. CONTEXT

**Preschool Name:** Stirling District Kindergarten

**Preschool Number:** 4661

**Preschool Director:** Gordon Combes

**Partnership:** Mount Lofty

Due to the one intake process that commenced this year, we started with 40 kindy enrolments and offered 8 sessions of kindy from Monday to Thursday. During the year our enrolments increased to 47 children due to new families moving in to Stirling. Since we didn't offer kindy sessions on Fridays we decided to offer a Playgroup session on Friday mornings. During the year our enrolments for playgroup grew to over a hundred families. Due to the development of successful curriculum, being involved in and with our community and our strong philosophy and culture, we have attracted a huge number of children that have enrolled for next year. Currently we have 60 children enrolled for 2015.

## 2. REPORT FROM GOVERNING COUNCIL

"Stirling District Kindergarten has had an amazing year under the excellent stewardship of our now not so new Director Gordon Combes. The staff have done a superb job providing our children with an imaginative, stimulating and creative environment that has encouraged their learning and now set them up so that they are ready for school.

The children have been active in the community, visited the city and art gallery and have participated in market stalls, concerts, cup day and so much more!

On behalf of the GC and parents, I would like to commend the staff on their superb work and I feel safe in saying that we have the best kindy staff in the Hills! I would also like to thank the members of GC for all their hard work and contributions to the kindy as well as all the parents who have been so supportive in so many ways.

The kindergarten is in an excellent position financially and enrolments are up for 2015 with a waiting list for next year as well as 2016." - *Paige Hayward*

## 3. HIGHLIGHTS 2014

### "Highlights from the Educator's perspective"

Highlights of the year included being able to offer the children long periods of time to develop their play uninterrupted. Another highlight would be the small world play often found inside where the play continually changed and developed as the year went on. "Was it an area for bugs hiding under the logs or an area where polar bears played?" The sandpit also was a focus for all amazing happenings during the year. It was anything from a swamp full of dinosaurs or a campsite with tents and campfires. Mud play, goop, lux flakes with water or shaving cream was a common sensory activity during the week. The children's play and activities have been recorded in our Floobooks which show the years progression.

We developed our focus during the year with our community. We visited the community garden where the children enjoyed exploring all of its little areas. We continued taking the children to the library and expanded our visits to the local schools and to the Andrewartha Nursing Home to sing to the oldies. We invited the grandparents in for a Remembrance Day service and the children made poppies and had a minute silence to remember the people who had die to provide us with a safe country to live in. The Christmas pageant clearly demonstrated the "community feel" we had developed over the year and to top it off we won the prize for our gorgeous penguins.

Our final highlight was from a staff perspective where we felt that we celebrated our achievements through various activities during the year. One example of celebration was that Early Childhood Workers were spilt for early childhood workers week where they were given gifts during the week and were taken out for lunch. The teachers too were acknowledged by the other staff in the team on World Teacher's day – Angelo and Pip

#### **"Highlights from the Parent's perspective"**

"One of the (many) highlights of the year for me was entering the kindly each week to see how the kindly environment had been set up for play, particularly the sandpit and outdoor play area and the indoor nature play area

The sand-play area was never simply a 'sandpit', but was transformed into many wonderful environments; a seascape, a woodland garden, a beach, a campground...wonderful, exciting variety! This brought a beautiful sense of playfulness, whimsy and an element of magic that was very moving. To me, it was evidence of the thoughtful and careful planning by the staff around the play environment. It paid testimony to their amazing energy and passion for their role in providing a stimulating and imaginative play environment. This environment was a hub of creative play, and provided many learning tangents and opportunities

Likewise, the energy that went into transforming the outdoor equipment into such objects as a castle or a spaceship etc. was greatly appreciated. As was the beautiful nature play environments created indoors, which again combined a variety of natural elements with other play items to create a whimsical, stimulating and peaceful play environment. Many thanks for this!" - *Anne Hobbs*

"What a year the children at Stirling District Kindergarten have had! Every week they have been introduced to new concepts, learning areas and play activities. I have witnessed children excited to come to Kindergarten, ready to learn and eager to see what interesting activities are set up for the day. The open ended activities have been engaging and suitable to a range of interests and abilities. My son started this year with limited interests and it has been fantastic to see him enjoy art activities, come home singing the latest song he has learnt, talk about different plants and animals and also participate in a range of role play activities with his friends.

The children have enjoyed many excursions offering a variety of experiences and knowledge, such as attending plays, visiting the Art Gallery and trips to local schools, hospitals, libraries and parks. It has been wonderful seeing events celebrated at the Kindergarten, such as The Royal Show and The Stirling Cup. The parents and children also enjoyed a great evening with the Art Show displaying many beautiful art pieces the children had completed

A big thank you to all the wonderful and dedicated staff at Stirling District Kindergarten, you have been amazing!" *Sophie Hogg*

"To go from a child who cried at the beginning, to the point where I have to find him to say goodbye is a testament to the quality of people who work at the kindly. Daniel has gone from a dependent child to an independent child. The staff are so good, I have knowing Daniel is in a safe environment where learning through play is very prevalent. The staff are all so warm and caring. I have enjoyed the experience as much as Daniel has!" - *Heleen Peters*



#### 4. QUALITY IMPROVEMENT PLAN

##### Quality Area One: Educational Program and Practice

Standard/ Element	Goal and Priority	Strategies	Achievements	Target Date/Next Step
1.1.2	Continue and develop child's voice, family input into the program.	<ul style="list-style-type: none"> <li>Collect children's input during the week on the wonderings wall and in the program.</li> <li>Collect information through questionnaires and parents involvement in the curriculum committee to help enhance the curriculum planning.</li> <li>Continue to include information from ILP's to enhance and influence curriculum decisions.</li> <li>Incorporate the parent's voice in the floorbooks.</li> </ul>	<ul style="list-style-type: none"> <li>Program and highlights displayed in the floorbooks, newsletters, emails and wall documentation.</li> <li>Floorbooks clearly show reflecting the EYLF and associated Outcomes.</li> <li>Parents and children have demonstrable contributed to our program</li> <li>Data evidence of collection presented on Program.</li> <li>SDK Floorbooks and the Community Floorbook for parents and community to observe and comment in.</li> <li>Created a Curriculum committee to help enhance the curriculum. These meetings were held on Friday mornings separate to the Governing Council meetings.</li> </ul>	<ul style="list-style-type: none"> <li>Dec 2014</li> <li>Continue and build upon these foundation in 2015.</li> </ul>
1.2.2	Incorporate the use of the Reflect, Respect, Relate observational tool to improve the learning environment.	<ul style="list-style-type: none"> <li>met three times a term to reflect upon teaching practices and pedagogy. In addition to use the tool to make sure each child is accessing the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>Video evidence of the children participating in the curriculum.</li> <li>Written observations and scaling of children's progress.</li> <li>Staff demonstrated reflection upon their practice through Professional Development Plans.</li> </ul>	<ul style="list-style-type: none"> <li>Dec 2014</li> <li>Continue meeting three times a term in 2015 to reflect upon practice and linking with staff inquiry question.</li> </ul>

##### Quality Area 2: Children's health and safety

Standard/ Element	Goal and Priority	Strategies	Achievements	Target Date/Next Step
2.2.1	Healthy eating is promoted and food and drinks provided by the service are nutritious and appropriate for each child.	<ul style="list-style-type: none"> <li>Encourage minimising certain packaged foods.</li> <li>Organise Healthy Eating information sessions and workshops for parents.</li> <li>Help support parents and community to reflect at what they put in a child's lunchboxes.</li> <li>Involve parents with interest and skills around nutrition.</li> </ul>	<ul style="list-style-type: none"> <li>There has been a small decrease of package and highly processed food items brought to kindy.</li> <li>All children having health food for snacks and lunch.</li> <li>Children choosing healthy options over unhealthy food.</li> <li>Children are displaying an understanding of the importance of eating healthy.</li> <li>Children talking about healthy options with their families and sharing the knowledge that they have learnt.</li> </ul>	<ul style="list-style-type: none"> <li>Dec 2014</li> <li>Continue the work around minimising certain packaged foods in 2015.</li> <li>Be involved with a HEPA project with the council.</li> </ul>

### Quality Area 3: Physical Environment

Standard/ Element	Goal and Priority	Strategies	Achievements	Target Date/Next Step
3.3.2	Children are supported to become environmentally responsible and show respect for the environment	<ul style="list-style-type: none"> <li>▲ Create opportunities for the children to be</li> <li>■ Improving experiences and highlights to be shared with community and governing Council.</li> <li>▼ Children to be exposed to various types of sustainable practices in the kindergarten program</li> <li>▼ For the community garden take a year for the children to see the difference between seasons</li> <li>▲ Create a strong partnership with the community sustainable garden</li> </ul>	<ul style="list-style-type: none"> <li>▼ Parents were involved in providing sustainable experiences for the children</li> <li>▲ Connections with local community environmental groups are evident in the <i>Heathcote</i> and wall displays.</li> <li>▼ Children are developing an understanding of the importance of sustainability</li> <li>■ Strong partnership with the local community garden</li> <li>▲ Parents coming in and sharing their work around sustainability</li> <li>▼ Starting District Market in term 1 and term 4 (once a week)</li> </ul>	<ul style="list-style-type: none"> <li>▼ (by 2024)</li> <li>▼ Continue the work with Matque Day (March 2023)</li> <li>▲ Continue the Spring District Market in term 1 and term 4 (once a week)</li> </ul>

### Quality Area 4: Staffing Arrangements

Standard/ Element	Goal and Priority	Strategies	Achievements	Target Date/Next Step
4.2.1	Celebrate our achievements publicly and readily.	<ul style="list-style-type: none"> <li>■ Weekly highlights documented at staff meetings.</li> <li>■ Termly staff celebration luncheon</li> <li>■ Achievements presented to the community through interactive board, newsletters and newsletters</li> <li>■ Publicly present a termly overview of our successes using films</li> </ul>	<ul style="list-style-type: none"> <li>▲ Feedback received from parents, staff and acknowledged the successes received through feedback, newsletters, letters and surveys.</li> <li>■ Photo boards and newsletters are produced and disseminated to families at the end of each term informing staff successes.</li> </ul>	<ul style="list-style-type: none"> <li>▲ (by 2024)</li> <li>▲ Continue to share our successes with the community in 2024.</li> <li>▲ Continue by 2025 to inform the community of our further training through the community hub/speak, newsletters and governing council reports</li> </ul>

## Quality Area 5: Relationships with Children

Standard	Goal and Priority	Strategies	Achievements	Target Date/Next Step
Homecare				
5.2.2	<ul style="list-style-type: none"> <li>Each child is supported to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.</li> </ul>	<ul style="list-style-type: none"> <li>Through small group and large group opportunities incorporate universal teaching around managing own behaviour.</li> <li>Role modelling core life functions skills</li> <li>Role model appropriate communication skills in resolving conflicts</li> <li>Staff to role model strategies around conflict situations</li> <li>Use of social stories during sessions and create opportunities for children to act out problem solving strategies</li> </ul>	<ul style="list-style-type: none"> <li>Incorporated the use of the HRC document to gather evidence of improvement with children's behaviour and conflict resolution strategies, linking with the inquiry questions</li> <li>Children are applying verbal and non verbal skills in conflict situations</li> <li>Children explicitly taking own responsibility of their actions</li> </ul>	<ul style="list-style-type: none"> <li>Dec 2014</li> <li>Continue the work on exchange letters, how great great and applying the skills around the new display for 2015</li> </ul>

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

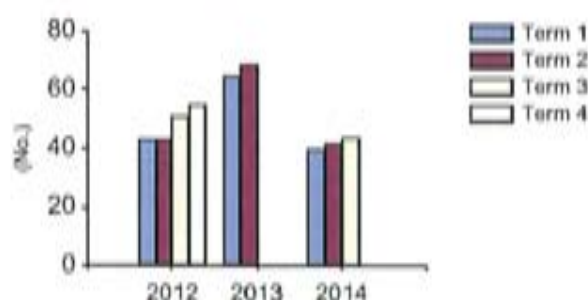
Standard	Goal and Priority	Strategies	Achievements	Target Date/Next Step
Homecare				
6.2.1	<ul style="list-style-type: none"> <li>Actively parent / family supportive within our community.</li> <li>Increase community connectedness and events</li> </ul>	<ul style="list-style-type: none"> <li>Continue to have celebration days to involve the community.</li> <li>Create a culture that celebrates everyone's skills</li> <li>Continue to provide parents skills and talents in the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Information obtained from individual plans and interviews is used to have greater parental involvement within the curriculum directly with the students.</li> <li>Inflect, respect, relate (IRR's) document is actively used. Needs, assets, are identified and demonstrated throughout</li> <li>Family events were held to celebrate children's learning and successes.</li> </ul>	<ul style="list-style-type: none"> <li>Dec 2014</li> <li>Continue the set up of the curriculum group which meets on Friday mornings to help enhance the curriculum and programming</li> <li>Continue with the community involvement in 2015</li> <li>Continue the work with celebration days</li> </ul>

**Quality Area 7: Leadership and Service Management**

Standard/ Element	Goal and Priority	Strategies	Achievements	Target Date/Next Step
7.1.3	<ul style="list-style-type: none"> <li>To create a culture that all staff are wanting to develop and learn new skills.</li> </ul>	<ul style="list-style-type: none"> <li>Create opportunities for staff to attend cert 3 courses, diploma courses and Training and Development sessions that are related to their practice and needs.</li> <li>Celebrate people's successes and developments.</li> <li>Staff to share their developments and T&amp;D sessions they have attended at staff meetings.</li> </ul>	<ul style="list-style-type: none"> <li>All ECW's have completed the cert 3 or diploma course.</li> <li>Staff have started their PDR journeys</li> <li>Staff attended T&amp;D sessions on areas of their needs and interests- Nature Play, Reggio Emilia and Floorbooks.</li> </ul>	<ul style="list-style-type: none"> <li>Dec 2014</li> <li>Continue to create opportunities for the staff to attend meaningful and purposeful training and development sessions.</li> <li>T&amp;D focus on Nature Play, Reggio Emilia and Floorbooks</li> </ul>

**5. STUDENT DATA****6.1 Enrolments**

**Figure 1: Enrolments by Term**  
**Total Enrolments 2012 - 2014**



**Table 1: Enrolments by Term**

Enrolment by Term				
Year	Term 1	Term 2	Term 3	Term 4
2012	43	43	51	55
2013	65	69		
2014	40	42	44	

- Due to the one intake this year we started our enrolments at 40 and we increased to 47 children during the year due to children moving into the area. This has been the lowest enrolments in last three years.

## 6.2 Attendance

Figure 2: Attendance by Term

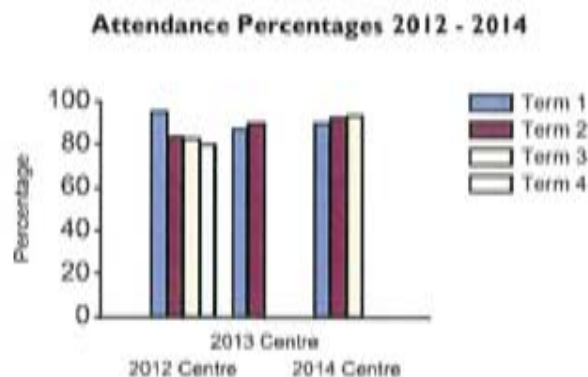


Table 2: Attendance Percentages 2012 - 2014

Attendance Percentage				
Year	Term 1	Term 2	Term 3	Term 4
2012 Centre	95.3	83.7	82.4	80.0
2013 Centre	87.7	89.9		
2014 Centre	90.0	92.9	93.2	
2012 State	87.4	85.9	84.5	85.5
2013 State	88.7	88.0		
2014 State	89.9	88.8	85.9	

-As you can see from the table above, our attendance has been extremely good this year and reflecting over the previous years, we are travelling extremely well and sitting higher than previous years. In addition we are above the state average attendance percentage.



## 6.3 Destination – Feeder Schools

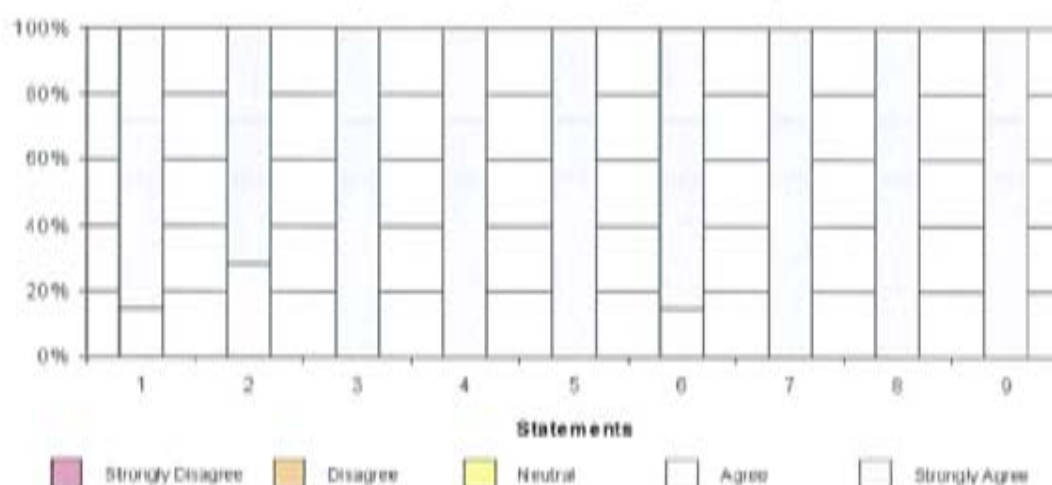
Table 3: Feeder School Percentage Data 2012 - 2014

Feeder Schools				
Site number - Name	Type	2012	2013	2014
0107 - Crafers Primary School	Govt.	28.6	45.8	47.2
0176 - Heathfield Primary School	Govt.		6.3	
0210 - Aldgate Primary School	Govt.	2.4		
0316 - Norton Summit Primary School	Govt.			5.6
0396 - Scott Creek Primary School	Govt.		2.1	
0413 - Stirling East Primary School	Govt.	28.6	25.0	19.4
8007 - The Hills Christian Community School	Non-Govt.	2.4		
8072 - St Peter's College	Non-Govt.	2.4		2.8
8296 - Rostrevor College	Non-Govt.		2.1	
9079 - St Catherine's School	Non-Govt.	35.7	16.7	25.0
9096 - St Michael's Lutheran Primary School	Non-Govt.		2.1	
Total		100.1	100.1	100.0

- From the graph above you can see that most of the children will be attending Crafers Primary, St.Catherine's School and Stirling East Primary School. In addition you may notice that over the last three years, our children have enrolled at these three schools with a small percentage going to other local and private schools.

## 6. CLIENT OPINION

**DECD Parent Opinion Survey 2014**  
**4661 Stirling District Kindergarten**  
**Aggregation of Preschool Survey Responses**  
**Parent Opinion - Quality of Teaching and Learning**



No.	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Responses
1	I think my child receives high quality teaching at this preschool.	0%	0%	0%	14%	86%	7
2	My child's teachers know what my child can do and what he/she needs to learn.	0%	0%	0%	29%	71%	7
3	This preschool has the expectation that children will learn.	0%	0%	0%	0%	100%	7
4	Teachers are enthusiastic in their teaching.	0%	0%	0%	0%	100%	7
5	I am satisfied with the learning programs offered at my child's preschool.	0%	0%	0%	0%	100%	7
6	My child's teachers clearly inform me about the learning program.	0%	0%	0%	14%	86%	7
7	My child's teachers make learning interesting and enjoyable.	0%	0%	0%	0%	100%	7
8	Teachers at this preschool really want to help my child learn.	0%	0%	0%	0%	100%	7
9	The preschool has an excellent learning environment.	0%	0%	0%	0%	100%	7

### Parent Comments - Quality of Teaching and Learning

I cannot speak highly enough about this preschool with regards to the quality of the teaching, the preschool's approach to teaching and to children's learning and to the learning environment. There is daily dedication by the staff to a dynamic curriculum, responsive to children's needs, interests and suggestions. The learning environment itself is both peaceful and beautiful, while being changeable and highly varied and interesting. The use of nature play indoors and outdoors is imaginative and stimulating (and beautiful) and the varied use of the sandpit area for dramatic/imaginative play is wonderful. A variety of creative ideas are employed to engage children in thinking through their own behaviour and responses to each other, and the children's ideas are valued and respected. Parents are able to access daily floorbooks reflecting on each day's activities which provides immediate and engaging feedback. Teachers are enthusiastic not only about my child's learning and emotional wellbeing but about their own learning and professional development. There is a level of learning and teaching excitement at the kindy which is wonderful to experience. The amount of effort that goes into each day is outstanding and yet the environment still feels relaxed, unfussed and welcoming.

The teachers are very enthusiastic. Sometimes they can use terminology that isn't explained to parents. Eg 'high order thinking'.

The learning environment at Stirling District Kindy since Gordon Coombes became Director at the beginning of 2014 have been amazing. Compared to the learning environment under the previous director when my son did his transition visits in late 2013, the kindy is now an engaging and interesting learning environment and there is always something new happening to stimulate the children.

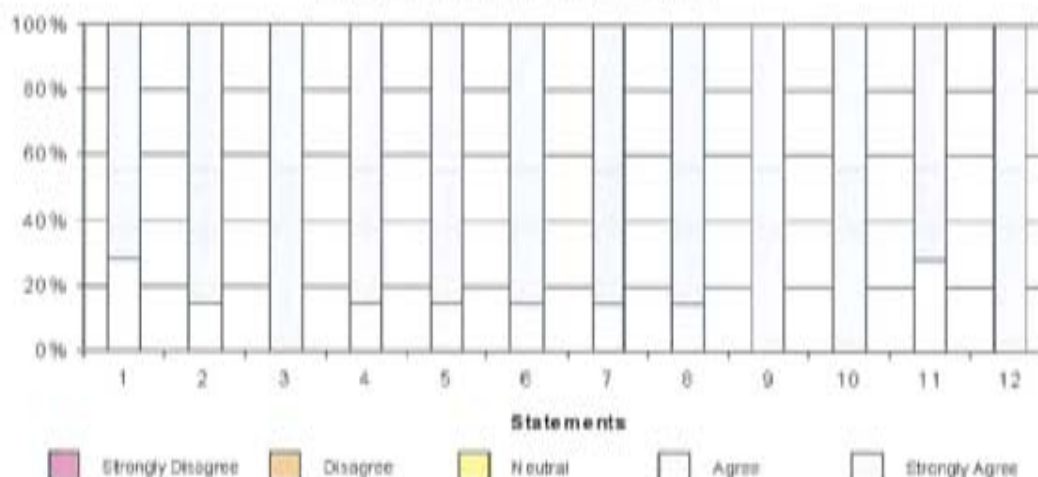
This pre-school's staff work incredibly hard to provide a stimulating, yet relaxing environment. They should be used as an example of what to strive for for kindergartens around Australia.

Our son has grown so much this year, academically and socially, due to a very high level of teaching and a stimulating environment that is continually changing to engage the children's interest.

Absolutely blown away by the creativity in the programme, the set up for the day and the amazing responses from the children. Love how the teachers take an idea or theme from a child and explore and develop that idea together. The focus on nature play has been fantastic too.

Fantastic engaging and stimulating environment and teachers

**DECD Parent Opinion Survey 2014**  
**4661 Stirling District Kindergarten**  
**Aggregation of Preschool Survey Responses**  
**Parent Opinion - Support of Learning**



No.	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Responses
1	My child is motivated to learn at this preschool.	0%	0%	0%	29%	71%	7
2	My child's teachers provide help and support when it is needed.	0%	0%	0%	14%	86%	7
3	My child has access to quality materials and resources that help him/her to learn.	0%	0%	0%	0%	100%	7
4	My child is happy at this preschool this year.	0%	0%	0%	14%	86%	7
5	My child would receive support for any special needs he/she had.	0%	0%	0%	14%	86%	7
6	The preschool changes its programs and activities to improve student achievement.	0%	0%	0%	14%	86%	7
7	Children know how they are expected to behave at preschool.	0%	0%	0%	14%	86%	7
8	Teachers at this preschool treat my child fairly.	0%	0%	0%	14%	86%	7
9	This preschool provides a safe and secure environment.	0%	0%	0%	0%	100%	7
10	Children have enough materials and resources for their learning.	0%	0%	0%	0%	100%	7
11	This preschool has information available about other support agencies within the community.	0%	0%	0%	29%	71%	7
12	This preschool encourages children to have a sense of pride in their achievement.	0%	0%	0%	0%	100%	7

**Parent Comments - Support of Learning**

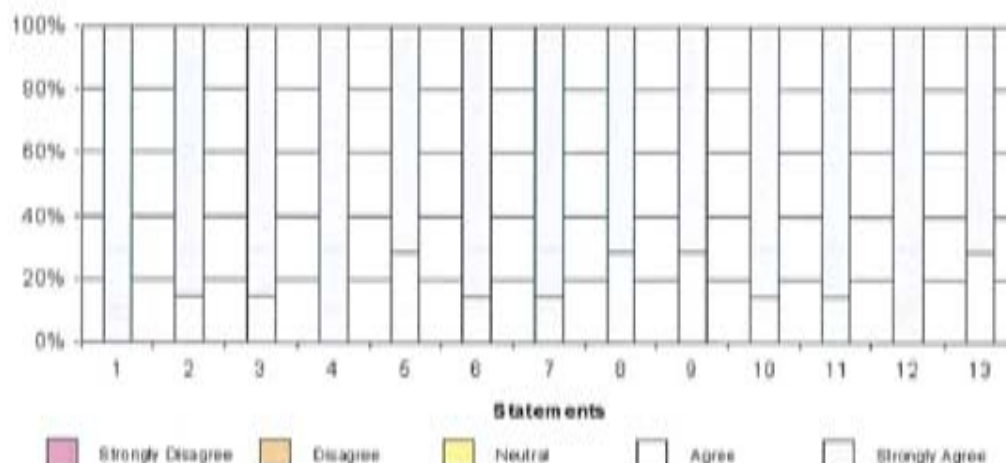
The preschool uses high quality materials in every area of the curriculum. Physical resources are uncrowded and placed strategically to engage children and invite exploration. Children are actively engaged in and participate in developing and meeting behavioural expectations. My child returns home from preschool happy, relaxed and full of news. I believe the staff will always dedicate resources as needed to children who require additional support while maintaining the high level of support to all the children in their care. I feel I can leave my child in the confidence and knowledge that she is in a safe, secure, respectful, inclusive and emotionally supportive environment. Pride is engendered through high expectations, opportunities to document activities, photos, reflections, joint projects, shared setting of learning direction and community involvement.

Great recent focus on kindness with the 'kindness candle'!

Initiatives that have been introduced at the Kindy this year have very effectively helped educate the children on how to interact effectively with each other. We have reaped the benefits of this at home.



**DECD Parent Opinion Survey 2014**  
**4661 Stirling District Kindergarten**  
**Aggregation of Preschool Survey Responses**  
**Parent Opinion - Relationships and Communication**



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

## Parent Comments - Relationships and Communication

The preschool is a genuinely welcoming place to be. I feel unhurried when I drop off my child, and feel welcome to stay as needed. I do not feel 'in the way' or like I should be moving along or leaving my child more quickly than either of us are comfortable to do. (There is also support if needed when I do need to leave more quickly.) I feel we are welcome as a family. Parental involvement is genuinely welcomed and valued in a variety of ways which provides opportunities to participate on a variety of levels. There is a sense of partnership in this participation. Communication is wonderful via daily floorbook feedback and newsletters and Gov. Council participation. I don't seek specific feedback regarding my child, or expect a tick a box type report, rather I feel she is immersed in a high quality learning program in which she is growing and developing in ways which may be hard to measure with the types of tools we have available. I feel however if I had a specific request or concern that I could approach any of the staff with confidence and I have no doubt that a specific learning concern would be addressed. I only mark 'Agree' with the stated areas as 'progress' updates are not my concern and are not offered on a termly basis in the sense that that type of 'reporting' does not seem to fit with the age group or the 'holistic' approach of the kindy. I think the children's collective 'report' is evident in the daily floor book which documents their thinking, responses and questions and learning focus. I would feel comfortable asking for more specific feedback if I felt this was something I needed.

The preschool no longer emails out newsletters, which I find to be a bit of a problem since my child is at kindy on Wednesdays and Thursdays and I can only attend on Thursdays. It means I get the newsletter at the end of the week for which it was written.

The communication that we receive is excellent. Regular newsletters full of great photos which are evidence of the learning that the children are undertaking along with the floor books that are by the kindy's front door are really effective ways to keep in touch with all of the amazing activities which are going on. They are excellent conversation starters with my child.

Perhaps a reliance on paper. Would be good to have email communication too?

The communication at this Kindergarten is fantastic. We receive regular newsletters and emails, there is a board communicating upcoming events, we have had a chance to meet with the teachers to discuss our child's progress and there is a floor book with photos and comments so that parents can see what the children have been learning each day.

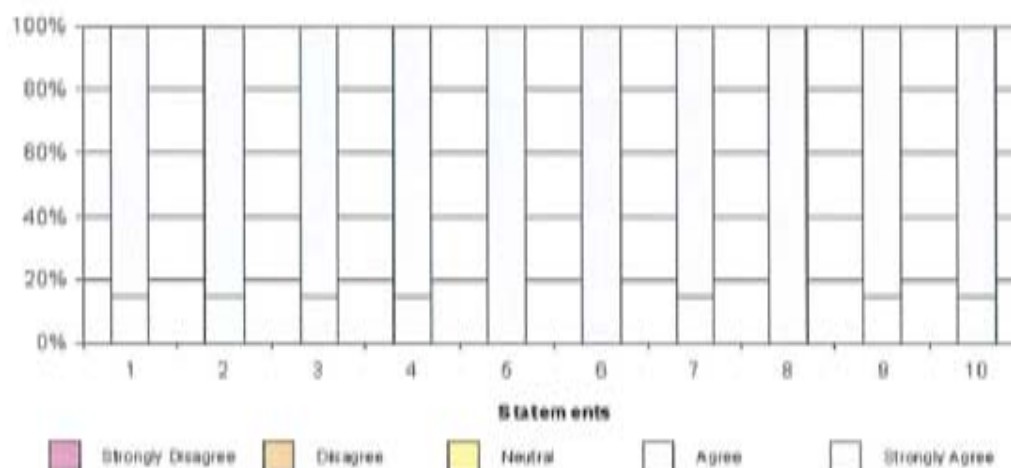
Communication is excellent. All staff are welcoming and knowledgeable about my child.

## DECD Parent Opinion Survey 2014

### 4661 Stirling District Kindergarten

#### Aggregation of Preschool Survey Responses

#### Parent Opinion - Leadership and Decision Making



No.	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Responses
1	The preschool is well organised this year.	0%	0%	0%	14%	86%	7
2	I have confidence in how the preschool is managed.	0%	0%	0%	14%	86%	7
3	I believe there is effective educational leadership within the preschool.	0%	0%	0%	14%	86%	7
4	The preschool seeks parents' opinions about educational programs.	0%	0%	0%	14%	86%	7
5	I am given the opportunity to be involved in the preschool's educational activities.	0%	0%	0%	0%	100%	7
6	The preschool is always looking for ways to improve what it does.	0%	0%	0%	0%	100%	7
7	Parents are invited to participate in decisions about their child's education.	0%	0%	0%	14%	86%	7
8	Parents have the opportunity to be involved in the development of school plans through the Governing Council.	0%	0%	0%	0%	100%	7
9	The preschool includes parents and community in decision making.	0%	0%	0%	14%	86%	7
10	Overall, I am satisfied with the preschool's planning.	0%	0%	0%	14%	86%	7



### Parent Comments - Leadership and Decision Making

Amazing positive leadership at the kindy. Often have been asked or involved the development of kindy plans.

An inspirational leader, we are extremely lucky to have him!

The way Gordon runs the Kindy strikes the perfect balance between harnessing the skills and talents of the parents and extended family members of the children, and giving the children the chance to practice being independent. The fact that the children are able to ask questions of the staff which lead to deeper investigations gives them ownership over their learning and fosters an interest in inquiry based learning (a fantastic life skill to have!)

The inclusive, open and consultative (but still positively strong and decisive) management style of the kindergarten director has transformed the preschool. Staff appear to feel supported and free to follow their passions and have their own experience and personal qualities valued and respected. Parental involvement and feedback is welcomed but is also lead by a strong focus from the staff, their passion and experience and planning provides the structure and parents are supported to comment, provide feedback etc. Governing Council role feels highly valued with staff attending and there is an open and collaborative feeling.

### Parent Comments - Other comments

We feel so fortunate and blessed to have been lucky enough to have had Gordon Coombes as director of the Kindy for our son's year of preschool. The difference in the physical environment, the daily running of the place and the satisfaction of the staff are clearly evident compared to our experience of the kindy during the transition visits under the previous director in 2013.

There is an infectious feeling of excitement and enthusiasm about the kindy and its role in supporting and educating children that comes from the Director and Staff. It permeates the kindy and influences everything; the feeling of trust and excitement among parents, the feeling of participating in something special, the feeling of community, and the feeling that the learning of children is highly valued and enjoyed. You feel that the staff thoroughly enjoy the children and their jobs. There is a sense of striving for excellence. Extremely hard work 'behind the scenes' by staff is highly evident and yet the environment experienced by parents and children and relaxed and well-organised and quite beautiful to experience.

Amazing kindy experience for my child, we feel extremely lucky to have our child learning in this environment with such wonderful caring staff.

## 7. ACCOUNTABILITY

The process that we use at Stirling District Kindergarten to be compliant with the DECD Criminal History Screening Check is that all staff are required to have a DSCI police check and copies are recorded on the Eduportal system, police check spreadsheet on admin computer and documented in the Staff PDR folder. The teachers are frequently checked when renewing their teacher's registration. The Governing Council members are required to have a screening check with the DECD DSCI unit, these are handed out to new members and the Kindergarten provides the funds for these volunteers. All volunteers that contribute to the kindergarten program are required to have a police check before commencing the volunteer duties. All copies of the DSCI criminal History checks are kept in a document folder in the office and are monitored by the Director around their expiry dates.

## 8. FINANCIAL STATEMENT

	Funding Source	Amount
1	Grants: State	\$16,286.25
2	Grants: Commonwealth	\$52,207.82
3	Parent Contributions	\$38,000
4	Other	\$1,443.00