

# Stirling District Annual Report 2015



Government of South Australia  
Department for Education and  
Child Development



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## 1. CONTEXT

<b>Preschool Name:</b>	Stirling District Kindergarten	<b>Preschool Number:</b>	4661
<b>Preschool Director:</b>	Gordon Combes	<b>Partnership:</b>	Mt Lofty

Due to the one intake process that commenced this year, we started with 60 kindy enrolments and offered 8 sessions of kindy from Monday to Thursday. During the year our enrolments increased to 68 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 a 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. We are now at capacity for 2016, we have 88 children enrolled, which is the first time in history for the kindergarten to reach capacity.

## 2. REPORT FROM GOVERNING COUNCIL

"2015 has gone by in a big blur of laughter and tears, dirt and paint, sausages and cakes, music and dress ups. There are so many memories, it is too hard to count. Our children have blossomed and become more of themselves and have the perfect foundation to send them off on their next adventure. This would not have been possible without the 'grown-ups' we entrusted our little people with. Their thirst to make every day exciting has been awe inspiring. They have embraced every child's passions, and helped to make this a safe and welcoming place. The kindy has record breaking numbers for families joining next year, and I think that speaks volumes. Thank you to every parent, family member, friend, student and staff member for making this a kindy to be proud of, and most importantly, a family. But mostly, thank you to our little people. You show us wonder in the world everyday. We are so proud of you. Congratulations!"- *Rhiannon Mason*

## 3. HIGHLIGHTS 2015

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

Highlights of the year included developing our centre with more natural based learning's offered to the children. We sourced many natural objects like wood pieces of various lengths and textures, bark, gumnuts, flowering plants to add to our other recourses. We were fortunate through a staff contact to be able visit Upper Sturt Primary school on a regular basis where we were able to explore their outdoor environment set up to extend and expand their children's learning. The sandpit continued to be developed and refined as a fabulous natural environment for the children to explore. The mud kitchen became another consistent focus for the year and we challenged ourselves to develop this area with different textures, smells and objects for the children to use. This area has become a very popular and messy area that the children naturally are attracted to.

We created a beautiful "Atelier" for the children to experience the Arts. What a wonderful light filled space it is. Each day the children use different mediums and tools to express

themselves artistically, both at the easels, and at the table, building their confidence and willingness to 'have a go'.

This year we challenged our thinking and chose to go to some different excursions to add to our other equally successful excursions that we have been doing. The Adelaide Symphony Orchestra performance was fabulous and our young preschool children clearly demonstrated to us that they were quite up to the task of enjoying and benefiting from such a performance. The kindy vegetable gardens ongoing development and focus for learning made our excursion to the Botanical Gardens in term 4 an easy extension for the children to participate in and enjoy.

Finally, we gained access to the front rooms after years of promises from the Government, we now have a fantastic space in which to prepare learning experiences, do our office work and have lunch and staff meetings.

With a consistent and dedicated staff team brilliantly lead by Gordon's enthusiasm and all staff working collaboratively together, reflecting, reviewing and fine tuning to develop quality programs for the children in our centre. We feel that 2015 was a very successful and happy year.

Angela and Pip

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

"At the beginning of 2015, the Stirling District Kindergarten staff warned all parents that the children were going to go visiting out and about in the community like nothing we could imagine. Happily, the promise of rich community engagement was well and truly upheld! The children were offered the opportunity to explore much of their local area, including Coventry Library, Baker's Delight, Steamroller Park, Stirling Community Theatre, Andrewartha Memorial Hostel and, importantly, the bus wash. Most families would agree that it is the connection to our 'backyard' that has been one of the biggest highlights of the kindy year, as it has introduced our children to the friends, faces, sights and sounds that make our region special.

The children were very privileged to have regular visits to the local primary schools. Seeing how the local schools build their own community and draw on their natural environment has been a positive introduction to formal schooling. From bush kindy to playgrounds, nature trails and craft lessons, it has helped show our children what next year and beyond may look like. The kindergarten has also explored 'down the hill' for some exciting activities. This has included a visit to the Adelaide Botanic Gardens for a kitchen garden experience, and the Art Gallery to learn about colour, shape and form.

But perhaps the greatest highlights of the kindergarten year occurred at 11 Avenue Road, Stirling. Here, our children got to experience local markets, handmade produce, cubby houses and karaoke. They got to try fresh honeycomb, Margo's scones, use delicate persian tea sets and build a chinese restaurant. They wondered about where minerals and rocks came from, what our skeletons looked like, how the heart works and how to care for insects and animals, meeting other children's parents along the way. They busted moves on the dance floor for the kindy disco, had fun with magicians, met rescued native animals and learned about the value of family and their country in the parents, grandparents and Remembrance Day celebrations. They took pride in creating art in the 'Atelier', built magical worlds in the sand pit, wrote their own piano music and grew vegetables and sunflowers from seeds. They did this under the care and attention of the staff, student teachers and volunteers who commit to making our children

wonder and learn about their world and connect with their peers. And that is the greatest highlight our children and families could experience." - Sophie Lefmann

"We feel so lucky to have been part of the 2105 SDK family. From the moment we arrived for our first transition visit we felt at ease. Seeing our daughter happily skip away and delve into the children's' wonderland that lay before her was a pleasure.

Over the year, we have come to love so much about this special little kindy. The environment is inviting, attractive, interesting, stimulating, forever changing and has spaces to cater for every child and their every interest. The activities participated in are inspiring, intriguing, vast and cater to the childrens' 'wonderings'. The excursions were plentiful and exciting. And we've loved seeing each and every day captured in a series of photos.

And last, but not least, the staff! The staff are enthusiastic, caring, kind, fun, clever, approachable and engaged. And most importantly, have cared for the children like they were part of their own family.

Our only hope is that our son gets the same wonderful kindy experience in 4 years time!!"-  
Brianna Bates

#### 4. QUALITY IMPROVEMENT PLAN



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

Standard/ Element	Goal and Priority	Strategies	Achievements	Target Date/Next Step
1.2.2	Educators respond to children's ideas and play and use intentional teaching to scaffold and extend each child's learning.	<ul style="list-style-type: none"> <li>Provocation table display to inspire children's thinking. (change weekly)</li> <li>Provocation group time work on Black mat to enhance children's wonderings and questioning.</li> <li>Intentional teaching at group time and at opportunities in play experiences around the kindy environment.</li> <li>Focus ideas from the Wonderings to the documentation in the Floorbooks and Learning Journals.</li> <li>PLODs recorded weekly in program and Child led extensions encourage through play situations and documented.</li> </ul>	<ul style="list-style-type: none"> <li>Documentation evident in Floorbook.</li> <li>Documentation Wall display</li> <li>Continuity of the learning process through ILP's &amp; Interviews.</li> <li>Developed a documentation sequence: Wondering Wall -&gt; Inquiry -&gt; Intentional Teaching -&gt; Floorbooks -&gt; Learning Journals/ILP's</li> <li>Developed a range of multimedia documentation for recording and sharing with families and community.</li> <li>Used the RRR observational tool to help drive, reflect and enhance curriculum and intentional teaching.</li> <li>Reflected upon how we use the "+" in documenting children's learning and extend children's development.</li> <li>Reflected and reviewed processes on applying the Preschool Indicators (Num &amp; Lit)- documentation/T&amp;D sessions</li> </ul>	<ul style="list-style-type: none"> <li>Continue and build upon these foundations in 2016.</li> <li>Continue the work within the Partnership Plan and applying the "+".</li> <li>Continue the work around the Preschool Indicators.</li> <li>Continue the work on the inquiry and the link between the QIP, NQS, EYLF, Innovation project group and transitional programs.</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 significant 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> <li>Increase of Healthy cooking as part of the curriculum and the successful kindy market, that has helped support healthy choices for children.</li> </ul>	<ul style="list-style-type: none"> <li>Continue the work around minimising certain packaged foods in 2016.</li> <li>Continue the Stirling Market in term 1 and term 4.</li> <li>Continue to enhance the program with cooking classes each week.</li> </ul>

**Quality Area 3: Physical Environment**

Standard/ Element	Goal and Priority	Strategies	Achievements	Target Date/Next Step
3.2.2	Resources, Materials and equipment are sufficient in number, organised in ways that ensure appropriate and effective implementation of the program and allow for multiple uses.	<ul style="list-style-type: none"> <li>Start of Term one, stock take all items and replenish new equipment.</li> <li>Purchase equipment around our goal to create a natural environment indoor and out, by reducing plastic equipment to a minimal and investing into wooden natural resources and equipment.</li> <li>Focus on outdoor equipment for term one and two.</li> <li>Focus on Indoor equipment for term three and four.</li> <li><i>Base purchases on children's wonderings and inquiries.</i></li> <li><i>Collate data on children's ideas around purchases and interests.</i></li> <li>Involve the "FUNdraising" sub group and the sub-curriculum group in addition to the voices from the Governing Council and Community.</li> <li>Apply children's voice by using their wonderings and gather data and evidence in the Floorbooks.</li> <li>Work in partnership with Nature Play SA- NRM education.</li> </ul>	<ul style="list-style-type: none"> <li>Reflected as a staff team, with the children, governing council and families at the end of each term and made improvements.</li> <li>Applied the RRR data to enhance further purchasing and reflection upon the environment set up and modifications.</li> <li>Applied the money raised from yearly fundraising events to be put towards resources to help enhance the curriculum and the sites philosophy, e.g. the new outdoor eating area and soft fall space.</li> <li>Used the Parent and community feedback through Floorbooks, sub groups and Governing Council to support ideas and projects.</li> </ul>	<ul style="list-style-type: none"> <li>Continue the work with Nature Play SA in 2015.</li> <li>Start a connection with NRM education and use their resources to enhance the program.</li> </ul>

**Quality Area 4: Staffing Arrangements**

Standard/ Element	Goal and Priority	Strategies	Achievements	Target Date/Next Step
4.1	Staffing arrangements enhance children's learning and development and ensure their safety and well-being.	<ul style="list-style-type: none"> <li>Use extra funding to support to create a small ratio with adult to child, instead of 1:11.</li> <li>Educator's expertise and passion to enhance curriculum and resources.</li> <li>T&amp;D sessions around our goal for 2015.</li> <li>Use of RRR data to reflect upon practice and increase intentional teaching opportunities.</li> <li>Set up the new Admin office and Artist Studio. (Aetlier)</li> </ul>	<ul style="list-style-type: none"> <li>Applied the video evidence from the RRR data to influence the program.</li> <li>Used the information from the written observations, anecdotal notes, reflections, floorbook documentation and interviews to reflect upon the progress of the increase of staffing and the improvements it brings.</li> <li>Staff reflected upon their practice through Professional Development Plans.</li> </ul>	<ul style="list-style-type: none"> <li>Continue the separate RRR meetings and apply the data to enhance the program.</li> <li>Apply the 2015 Inquiry question findings/results to help drive 2016 thinking and programming.</li> <li>Continue the funding for extra staff to support the Kindergartens program.</li> </ul>



**Quality Area 5: Relationships with Children**

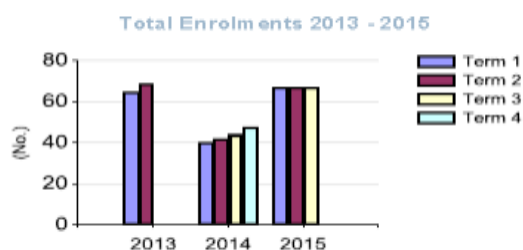
Standard/ Element	Goal and Priority	Strategies	Achievements	Target Date/Next Step
5.2.1	Each child is supported to work with and learn from and help others through collaborative learning opportunities.	<ul style="list-style-type: none"> <li>• Create opportunities for children to apply their wonderings/questioning to enhance our curriculum direction.</li> <li>• Learning opportunities to enhance the program by strong partnerships with parents, community and the wider community.</li> <li>• From provocation table, provocation group times and the wonderings to help support collaborative learning opportunities.</li> <li>• Apply RRR observations around focusing on provocation group times and intentional teaching times.</li> </ul>	<ul style="list-style-type: none"> <li>• Parents were involved in collaborative opportunities through ILP, Interviews, Governing Council and sub groups.</li> <li>• The use of the RRR data helped guide a better practice around collaborative learning to reach our goal.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to have opportunities for Staff reflection at staff meetings.</li> <li>• Continue to use Parent feedback through Governing council, ILP's, Interviews and sub groups.</li> <li>• Continue to use the Floorbook documentation and feedback from parents and children.</li> </ul>

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

Standard/ Element	Goal and Priority	Strategies	Achievements	Target Date/Next Step
6.3.4	The service builds relationships and engages with their local community.	<ul style="list-style-type: none"> <li>• Continue to have celebration days to involve the community.</li> <li>• Continue to enhance our culture that celebrates everyone's skills.</li> <li>• Continue to involve parent's skills, passion, interests and talents in the curriculum.</li> <li>• Create a partnership with the NRM education and Natural Resources.</li> <li>• Continue our Partnership with Nature Play SA.</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 at directly with the service.</li> <li>• Reflect, Respect, Relate (3R's) document is actively used. Scale scores are obtained and demonstrate improvement.</li> <li>• Termly events to celebrate children's learning and successes.</li> <li>• All data collated help us drive towards our goal.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to Increase the parental involvement in the daily running of the service.</li> <li>• Apply the Data collected from using the 3R's and use it for continuous improvement.</li> <li>• Continue the culture of parent's owning and influencing the future planning of community events and celebrations.</li> </ul>

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

Standard/ Element	Goal and Priority	Strategies	Achievements	Target Date/Next Step
7.2	There is a commitment to continuous improvement.	<ul style="list-style-type: none"> <li>Continue reflective opportunities at Staff meetings, floorbook documentation, PLOD's, Interviews, Professional development plans, Governing council meetings, online surveys, ILP's, feedback, etc.</li> <li>PDR to link to the T&amp;D sessions and Goal that we are striving to achieve.</li> </ul>	<ul style="list-style-type: none"> <li>All staff drive and own their own learning to reach our sites goal. (see appendix)</li> <li>Parents and children's voice is evident in documentation and in driving of the curriculum.</li> <li>T&amp;D focused around our passion on floorbooks, Lit &amp; Num Indicators, Reggio Emilia philosophy and Nature Play.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to develop our culture that staff are enjoying further learning and wanting to apply new ideas and current trends.</li> <li>Continue the relationships and the voices of our children, parents and the community to enhance our culture.</li> </ul>

**5. STUDENT DATA****6.1 Enrolments****Enrolments****Figure 1: Enrolments by Term**

## 6.2 Attendance

## Attendance

Figure 2: Attendance by Term

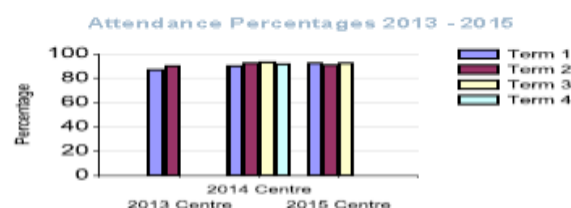


Table 2: Attendance Percentages 2013 - 2015

Attendance Percentage				
Year	Term 1	Term 2	Term 3	Term 4
2013 Centre	87.7	89.9		
2014 Centre	90.0	92.9	93.2	91.7
2015 Centre	92.5	91.0	92.5	
2013 State	88.7	88.0		
2014 State	90.0	88.9	86.1	87.1
2015 State	90.5	88.5	86.3	

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

## 6.3 Destination – Feeder Schools

## Feeder School Percentage Data

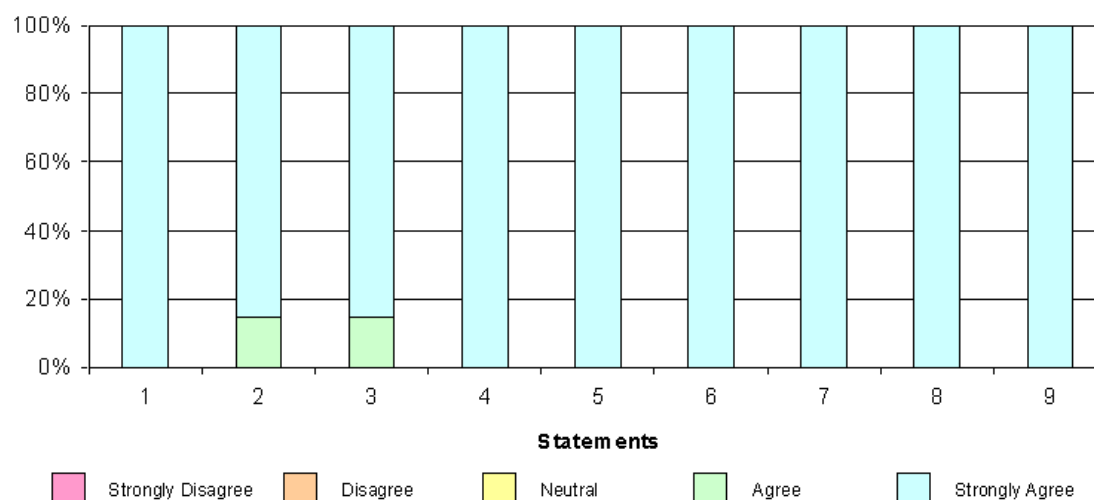
Table 3: Feeder School Percentage Data 2013 - 2015

Feeder Schools				
Site number - Name	Type	2013	2014	2015
0107 - Crafers Primary School	Govt.	45.8	47.2	37.9
0176 - Heathfield Primary School	Govt.	6.3		1.7
0301 - Mylor Primary School	Govt.			1.7
0316 - Norton Summit Primary School	Govt.		5.6	
0396 - Scott Creek Primary School	Govt.	2.1		
0413 - Stirling East Primary School	Govt.	25.0	19.4	29.3
0448 - Upper Sturt Primary School	Govt.			5.2
8072 - St Peter's College	Non-Govt.		2.8	
8296 - Rostrevor College	Non-Govt.	2.1		
9079 - St Catherine's School	Non-Govt.	16.7	25.0	24.1
9096 - St Michael's Lutheran Primary School	Non-Govt.	2.1		
Total		100.1	100.0	99.9

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

## 6. CLIENT OPINION

**DECD Parent Opinion Survey 2015**  
**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%	0%	100%	7
2	My child's teachers know what my child can do and what he/she needs to learn.	0%	0%	0%	14%	86%	7
3	This preschool has the expectation that children will learn.	0%	0%	0%	14%	86%	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%	0%	100%	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

The quality of the learning environment at SDK is exceptional. It is warm, stimulating, engaging, visually pleasing, and in touch with nature. Each week there are new, exciting and interactive activities to keep the children busy, many of which have been directly designed to address things the children have been 'wondering' about. The children also participate in a wonderful array of external and community activities to enhance their kindy experience. And finally, but most importantly, the teachers are engaged, enthusiastic and treat our kids like members of their families.

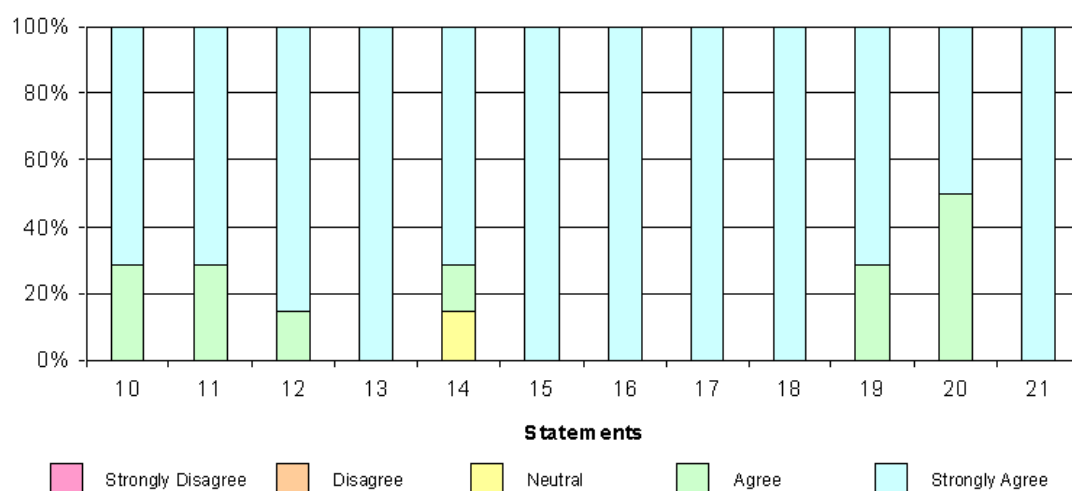
All staff at our kindy go above and beyond when it comes to our children. They know who each of them are, what their passions are, and embrace them for all their personality traits. The staff are approachable and have provided a safe environment for our children to thrive and be comfortable in their own skin. They are fostering an environment of kindness and feeding their inquisitive minds.

This learning environment at Stirling District Kindergarten is without peer - it is innovative, quality teaching by dedicated, enthusiastic teachers.

My child attends enthusiastically and I'm happy that she is going to be well prepared for school.

This kindy has a fantastic learning environment. Every day the kids are learning something new.

My child loves Kindy, he wants to go and comes home excited about his day after every visit

**DECD Parent Opinion Survey 2015****4661 Stirling District Kindergarten****Aggregation of Preschool Survey Responses****Parent Opinion - Support of Learning**

No.	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Responses
10	My child is motivated to learn at this preschool.	0%	0%	0%	29%	71%	7
11	My child's teachers provide help and support when it is needed.	0%	0%	0%	29%	71%	7
12	My child has access to quality materials and resources that help him/her to learn.	0%	0%	0%	14%	86%	7
13	My child is happy at this preschool this year.	0%	0%	0%	0%	100%	7
14	My child would receive support for any special needs he/she had.	0%	0%	14%	14%	71%	7
15	The preschool changes its programs and activities to improve student achievement.	0%	0%	0%	0%	100%	6
16	Children know how they are expected to behave at preschool.	0%	0%	0%	0%	100%	7
17	Teachers at this preschool treat my child fairly.	0%	0%	0%	0%	100%	7
18	This preschool provides a safe and secure environment.	0%	0%	0%	0%	100%	7
19	Children have enough materials and resources for their learning.	0%	0%	0%	29%	71%	7
20	This preschool has information available about other support agencies within the community.	0%	0%	0%	50%	50%	4
21	This preschool encourages children to have a sense of pride in their achievement.	0%	0%	0%	0%	100%	7

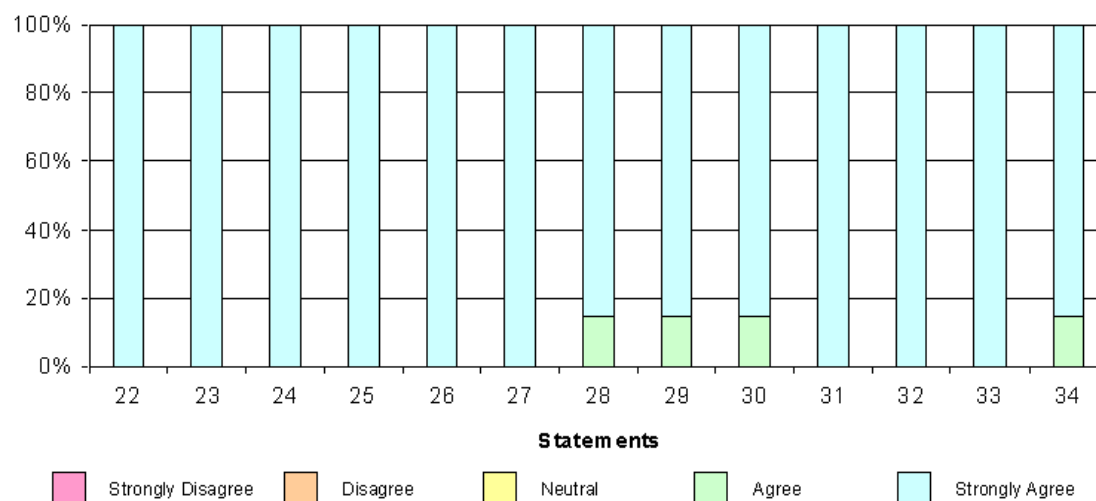
**Parent Comments - Support of Learning**

The support is fantastic. The learning is based on the kids interests and changes every week.

My child hated childcare and developed extreme anxiety around going, and about the thought of going to kindy this year. With the help of staff, my child has started kindy seamlessly without any stress issues. He is always happy to be there, and has formed great relationships with the staff. He feels safe and comfortable approaching staff with any issues. They went above and beyond to make sure he felt this was a place he wanted to be.

My daughter hasn't really needed any additional support but I have witnessed the staff with other children and I am very impressed with how they interact.

**DECD Parent Opinion Survey 2015**  
**4661 Stirling District Kindergarten**  
**Aggregation of Preschool Survey Responses**  
**Parent Opinion - Relationships and Communication**



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

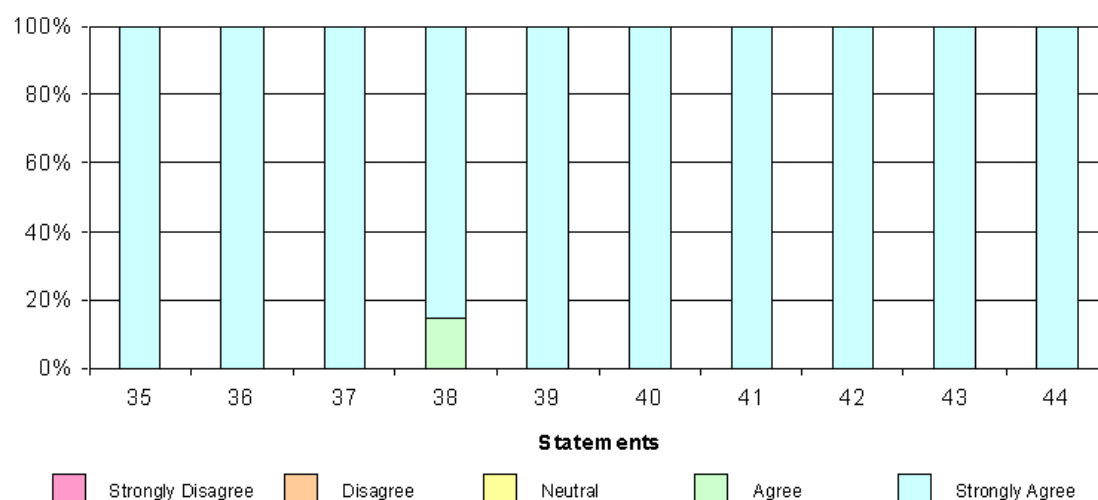
**Parent Comments - Relationships and Communication**

The communication between staff and parents is always open. They provide regular formal and informal feedback. They are always happy to work with you regarding any questions you may have with my child and his development.

The staff are very friendly and welcoming and I can always talk freely with them.

Daily facebook updates are great.

**DECD Parent Opinion Survey 2015**  
**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
35	This preschool is well organised this year.	0%	0%	0%	0%	100%	7
36	I have confidence in how the preschool is managed.	0%	0%	0%	0%	100%	7
37	I believe there is effective educational leadership within the preschool.	0%	0%	0%	0%	100%	7
38	The preschool seeks parents' opinions about educational programs.	0%	0%	0%	14%	86%	7
39	I am given the opportunity to be involved in the preschool's educational activities.	0%	0%	0%	0%	100%	7
40	The preschool is always looking for ways to improve what it does.	0%	0%	0%	0%	100%	7
41	Parents are invited to participate in decisions about their child's education.	0%	0%	0%	0%	100%	7
42	Parents have the opportunity to be involved in the development of school plans through the Governing Council.	0%	0%	0%	0%	100%	7
43	The preschool includes parents and community in decision making.	0%	0%	0%	0%	100%	7
44	Overall, I am satisfied with the preschool's planning.	0%	0%	0%	0%	100%	7

### Parent Comments - Leadership and Decision Making

All of the staff are approachable and would pass any query up the line as suitable

The leadership is fantastic and the teaching team is awesome.

Gordon is a very enthusiastic educator and you can tell the staff are happy working with him.

I find the leadership at this pre-school to be exceptional. The staff are a cohesive, happy, unified team and I believe that is a direct result of the leadership they receive. Each staff member seems to be responsible for different aspects of the curriculum and are afforded the freedom to develop these based on their own strengths and interests. It is all working very well!

### Parent Comments - Other comments

I just hope that in 4 years time, when my youngest starts pre-school, that he gets to enjoy the same teachers and environment at SDK. That is how happy we are there.

I cannot speak highly enough of this kindy. I only hope the staff are still there in 3 years when my daughter attends.

## 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	\$15,337.15
2	Grants: Commonwealth	\$50,997.68
3	Parent Contributions	\$64,725.00
4	Other	\$1,270